

Inspection report for early years provision

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Inspection date	09/03/2012
Inspector	Anahita Aderianwalla
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and two children, aged 14 and 10 years. The family lives in a semi-detached home, in Enfield in the London Borough of Enfield. It is close to local shops, parks and schools which the childminder uses. Both the ground floor and first floor of her home are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than five children under eight years of age at any one time. Of these, no more than three children may be in the early years age group, and of these not more than one may be under one year at any one time. There is currently one child on roll in the early years age range. The childminder attends a number of parent and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, safe and welcoming home environment for children, where they have a sense of belonging. Children's learning in the main is planned and monitored well to meet individual children's developmental needs. As a result, children are mostly making good progress in their learning. The childminder uses effective systems for self-evaluation and overall demonstrates a good capacity to maintain continuous improvement. Strong partnerships with parents support children's continuity of care as the childminder respects home routines and children's individual needs.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop self-evaluation systems to further build on the strengths of the setting and identify areas for development to improve the quality of provision for children
- link observations to the six areas of learning to strengthen the systems for planning the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

The childminder has effective systems in place, which help her to safeguard children's welfare. She has a clear understanding of her child protection responsibilities and the procedures to follow in the event of any concerns about a

child's welfare. Her policies, procedures and records are well-organised and clear risk assessments help to ensure good standards of safety are maintained at all times.

The childminder promotes the improvement of her service well overall. For example, she has attended many training courses since her last inspection to extend her knowledge and skills and to meet children's individual needs. She uses successful systems for monitoring and evaluating the quality of her provision, including a self-evaluation form. However, her systems do not fully identify all the areas for improvement to further enhance the quality of children's individual care and learning needs. Parents and children complete feedback forms to contribute their views about the provision, which includes them in the self-evaluation process.

The childminder provides a wide selection of age-appropriate toys and resources for children to use. She creates a very positive learning environment through her kind and gentle manner and consistent messages. As a result, children behave very well and enjoy taking part in a good range of play experiences. Children learn about diversity in their local environment as well as in the wider world. For example, they play with books, dolls and small world figures which reflect positive images of different cultures and disabilities. They also explore different festivals and celebrations from around the world.

The childminder has established strong partnerships with parents, who are provided with a good range of information. Parents are kept closely informed and involved through two-way home link forms, displays and children's learning journals. The childminder has also established effective links with the other providers and professionals involved in children's care and learning. Effective partnership working promotes consistency of care and learning for the children.

The quality and standards of the early years provision and outcomes for children

Children make good progress as they engross themselves in play. The childminder provides children with a stimulating play environment where they can direct their own play and be independent. The environment is very comfortable and children flourish as they decide what they are going to do. They are very interested in the toy kitchen, books and puzzles. They use role-play equipment and create imaginary scenes with play mobile phones and toys such as cups and saucers. They learn about shape, colour and texture, for example, when drawing with chalks on the easel. Children encounter mathematical ideas through practical experiences and show an ability to solve simple problems. For example, they recognise numbers when playing with a number puzzle and how to place them correctly to match the same number shape.

Children's spoken language is promoted well. The childminder gives priority to developing their communication skills through listening to stories, good quality interaction and exploring letters and sounds through play. Young children show delight in exploring simple equipment requiring them to press and push buttons

and turn equipment on and off. As a result, they develop an early awareness of information and communication technology. Children become familiar with the world they live in as they learn about their environment through various trips and outings. The childminder promotes a positive understanding amongst children about diversity and differences. Consequently, children are able to respect others. Observations, assessment and planning systems are in place to meet the individual developmental needs of the children. The systems for planning do not always clearly link observations with the areas of learning to further help plan children's next steps in learning. However, children are developing many valuable learning and development skills which help to set secure foundations for their future learning.

Children enjoy warm and affectionate relationships with the childminder. Their independence skills are promoted, for example, as they are encouraged to feed themselves and to help tidy up after play. Children are settled and are at ease in the childminder's home. The childminder is a positive role model and her expectations have a successful impact on children's behaviour. For example, she praises and encourages children regularly to promote their self-esteem and confidence. Children have a good idea of how to help keep themselves safe through discussions and learn the importance of road safety on outings. They learn about keeping safe through the childminder's guidance and house rules and practise the fire evacuation procedure to learn how to respond in an emergency.

Children's good health is effectively promoted by the childminder, as she manages infectious illnesses well and implements many hygienic daily routines. Children receive healthy, well-balanced meals and drinks are readily available at all times. Children benefit greatly from being outdoors. They are free to explore the good range of resources in the garden, with support from the childminder. In addition, they have daily opportunities to use a range of physical play equipment at home, in the local parks and at the regular play and dance sessions they attend. This promotes their physical development and allows more active children to run around and play freely.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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