

Inspection report for early years provision

Unique reference number	EY290203
Inspection date	23/11/2009
Inspector	Jill Nugent
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2004. She lives with her husband, who is also her assistant, and four children aged eight, 11, 14 and 16. They live in a house in Edmonton in the London borough of Enfield. Access to the house is at ground level. The whole of the premises is used for childminding and there is a secure garden for outdoor play. The childminder is a member of the National Childminding Association.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight, of whom three may be in the early years age group, at any one time. Currently there are six children on roll, of whom two are in the early years age group, one is on the compulsory Childcare Register and two on the voluntary Childcare Register. The childminder travels to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive environment for children. They make significant progress in their learning through taking part in a variety of interesting play activities. The setting is exceptionally well-resourced and children benefit from both the childminder's awareness of their individual needs and her understanding of how to promote learning through play. A key strength of her practice is her close liaison with parents which enables her to offer excellent support for all children in their learning and development. She promotes children's welfare effectively through the implementation of appropriate health and safety procedures and encourages children to adopt healthy lifestyles. She maintains a good capacity to continually improve her practice through a keen interest in further training opportunities.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation in order to encourage a more reflective practice.

The effectiveness of leadership and management of the early years provision

The childminder is very well organised and has all the required paperwork in place. She has a good knowledge and understanding of safeguarding issues and regularly updates her training in child protection. She has set procedures in place relating to child protection so that she can seek advice if having any concerns about children

in her care. She carries out regular risk assessments of her premises, noting any actions taken to minimise potential hazards. An evacuation plan is practised regularly so that children know the different ways in which they can leave the house in an emergency. All medical records are well-maintained and the childminder ensures that her first aid qualification is always up-to-date.

The childminder provides a particularly attractive and stimulating play environment for children with a vast array of resources on offer in a play room and living room. The childminder uses her resources effectively to promote and extend individual children's learning in all six areas of learning. She spends her time playing and talking with children, enthusing them and encouraging them to become active learners. She prioritises the promotion of inclusion within her practice, providing a balance of organised activities alongside opportunities for free-choice play. Children have excellent opportunities to learn about diversity, for instance, when sharing colourful books which reflect diversity around the world or talking about their different cultural backgrounds.

The childminder is committed to a close working partnership with parents and carers. She provides exceptional support to children with special learning needs, such as behavioural problems or communication difficulties. Her liaison with parents enables her to support children in developing appropriate skills, for example, using consistent strategies or extra resources, such as bilingual books. She provides parents with extremely useful feedback in the form of diary sheets which include information about the day's activities and a comment on the learning achieved. Parents very much appreciate this feedback, and also the opportunities to exchange information verbally with the childminder. Older children are very complimentary in their views of the childminder's provision and enjoy the various play activities.

The childminder is keen to attend further training in order to continually develop her childcare practice and improve the outcomes for children. Since her previous inspection she has worked hard to improve her paperwork and this has had a positive impact on the quality of care and education available to children. In particular, the childminder is now able to show how children are progressing in their learning and development through a system of observational assessment. She takes opportunities to extend her own professional development and has begun to reflect on her practice through a system of self-evaluation, although this is not yet fully effective in reflecting on all aspects of her practice so as to highlight possible areas for further improvement.

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

Children benefit from the childminder's lively and enthusiastic approach. They develop a real sense of belonging and especially enjoy the wide variety of choices available to them. They learn to socialise with others and respect other people's needs. The childminder engages children in conversation, often following up their own particular interests so that they feel valued as individuals. Children are aware of their boundaries within the setting and develop a very open attitude towards

learning. They are keen to try new activities and especially enjoy searching out their favourite resources, for example, to act out role play situations. The childminder enhances their play through her participation and is adept at finding ways to increase children's skills through all of their chosen activities. In this way children acquire good skills in literacy and numeracy, for example, learning about letters, numbers, shapes and problem solving. They gain much self-confidence and often have fun with the childminder as they explore and play games.

The childminder notes her observations of children's learning by creating attractive learning journeys, so that she can determine their next steps and move them on in their learning. She is thorough in her coverage of all learning areas, providing a variety of interesting activities for children of all ages. For example, she makes good use of books, puzzles, technological toys and imaginative play to support children's learning. Children enjoy visits to the library, play centre, shops and parks. They talk about the weather and the natural environment, watching local wildlife with interest. The childminder is proactive in her teaching about healthy lifestyles, taking every opportunity to increase children's awareness of keeping healthy. For instance, they talk about the benefits of eating fresh fruits when making a fruit salad and the need to clean teeth regularly when playing with a tool set. Children who speak English as an additional language make significant progress in their learning as the childminder uses their home language as well as English in play situations and activities, such as when sharing colourful flashcard pictures.

Children enjoy good opportunities for physical activity, both indoors and outdoors. For instance, they increase their skills using a dance mat, hoops and balls and enjoy a range of large outdoor equipment in the garden. The childminder has various safety measures in place around the house, and garden, so that children feel safe and secure on the premises. They talk about personal safety and learn how to keep themselves and others safe, especially on trips outdoors. When playing indoors children move freely and confidently around making their selections and tidying away afterwards in order to maintain a safe play environment. Children enjoy a variety of healthy and nutritious meals and have good access to drinking water. Young children rest according to their needs so that they do not become overtired. They learn about sharing and taking turns when using games equipment, for example, learning to follow the rules for a fishing game. Their self-esteem is boosted when praised enthusiastically by the childminder.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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