

Inspection report for early years provision

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Inspection date	18/01/2010
Inspector	Audrey Opal Ufot
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.

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 was registered in 2005. She lives with her husband and child aged six years in Cricklewood in the London Borough of Barnet. The ground floor and one room on the first floor of the childminder's house are used for childminding purposes. Access to the provision is via a few steps to the front door. There is a fully enclosed garden available for outside play. The childminder has cats as family pets.

The childminder is registered to care for a maximum of four children at any one time. She has two children on roll who are in the early years age range. The childminder is a member of the National Childminding Association. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends a children's centre, childminders' drop-in group and toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are very well met as the childminder works closely with parents, gathering information about their children's home languages and their individual care and developmental needs. As a result, she provides an inclusive and welcoming service for all children. Children have access to a very good range of planned play opportunities, which ensures that all aspects of their welfare and learning are met successfully. The childminder has made a good start to evaluating her work and is very aware of the strengths and areas for improvement of the service she provides. She is keen to further develop this aspect of her work to ensure continual improvements are made to the quality of provision.

What steps need to be taken to improve provision further?

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

- ensure dates and signatures are recorded for all risk assessments
- continue to develop self-evaluation to monitor and identify targets for improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a good understanding of child protection issues. She is aware of the steps to follow with regards to reporting child protection concerns and has the relevant information in place to use for reference. Risk assessment records are in place and the childminder regularly checks the areas children use so they can safely play in her home, in the garden

and when they are taken on outings in the local community. However, dates and signatures for risk assessments not always recorded. Fire safety is good. The childminder has devised an emergency evacuation procedure and regularly practises this with the children. This ensures they know what to do in the event of a fire on the premises.

The childminder has started to evaluate her work and is very aware about the strengths of the service she provides. She is committed to making further improvements such as seeking parents' views about the care she provide their children . She uses this information to plan activities to move children forward to the next stage in their learning and development. The childminder is keen to further develop these aspects of her work to ensure continual improvements are made. She has addressed the recommendations made at the last inspection . Children now have access to a very good range of toys and books, helping them to develop positive image of themselves and their family.

Records, policies, procedures and all required written consents are in place and are shared with parents. The childminder organises her home and play resources very well, enabling children to make choices freely and safely. For example, children choose from a range of exciting and stimulating toys that are stored in boxes on the floor. This promotes children's independence as they confidently select what they most enjoy playing with. They are provided with opportunities to learn about diversity because the childminder provides a range of resources that reflect positive images of different cultures, for example, books, puzzles and dressing-up clothes. This helps to create an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

Parents are well informed about their children's experiences and achievements at the childminder's home. This is achieved through daily conversations and the developmental records the childminder keeps on each child. These include written observations of children during their play, with supporting photographs and art work. As a result, parents are provided with good information about their children's progress in all areas of learning. Children with English as an additional language are helped to feel secure by the childminder, who learns and uses words and phrases in their home languages when communicating with them. This ensure children's individual needs are met effectively. The childminder has made links with other early years providers, to ensure continuity of care and education for children who will be attending nursery school.

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

Children make good progress from their starting points towards the early learning goals. This is because the childminder understands that children are unique individuals and provides a service with this in mind. She makes regular observations of the children and uses this information to assess their progress and to produce individual learning plans. Children are engaged, happy and interested in their play. They make independent choices and select toys and other play resources they are interested in. The childminder has very good understanding

about the different ways children learn through play. For example, she introduces a game of hide and seek, which the children respond to with excitement as they run and hide beside a settee. During this time children count from one to five on their fingers to let the childminder know how long she should wait before finding them.

Activities are planned to take account of children's particular interest. The learning environment is well resourced with plentiful toys and play materials such as dressing-up clothes and a good selection of dolls that reflects different cultures. Children take delight in dressing-up in fairy outfits. They role play with dolls, changing the doll's nappy and pushing her in a push chair. Children enjoy handling tools such as scissors to cut out shapes, and use crayons to make a card for their mother. They have many opportunities to find out about everyday technology as they play with 'speak and spell' programmable toys. During this time children sound out letters with the childminder's support. This encourages children's language and early reading skills.

Children have many opportunities to complete puzzles, build and construct, and recognise numbers, shapes and colours in their daily play. They learn to put on their coats, take off their shoes and independently manage their own personal hygiene when they use the toilet and wash their hands. Children with English as an additional language are helped to feel secure by the childminder. She uses positive body language and facial expressions as further support when communicating with them.

Children have sufficient space to move around freely and safely within the childminder's home. They are taken on regular visits to the local parks where they can see a range of animals. Children attend childminders' drop-in groups, a children's centre and other local facilities within the community with the childminder, where they enjoy playing with children from a wide variety of backgrounds. The childminder's garden is well equipped with a range of equipment such as swings, a slide, bikes, scooters and a trampoline. Children benefit from using these as they help to develop their co-ordination and muscles.

Children enjoy healthy and nutritious lunches and snacks that support their individual dietary needs and they are offered regular drinks of water throughout the day. They learn about the importance of following road safety rules and taking care about who they talk to when they are out and about in the community. Children behave well. They are encouraged to learn about acceptable behaviour through the calm approach which the childminder adopts and she effectively uses praise and encouragement when children help to put away the toys at tidying up times. She has built close and loving relationships with the children. As a result, children are happy, secure and settled in her care.

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	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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