

Inspection report for early years provision

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Inspection date	30/06/2010
Inspector	Jill Nugent
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 registered in 2006. She lives with her husband and four children, aged 14, 12, seven and four, in a house in Enfield. Access to the house is at ground level leading directly from the driveway. The whole of the house is used for childminding, although children are generally cared for in the downstairs rooms. There is access to a back garden for outdoor play.

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 four children under eight, of whom two may be in the early years age group, at any one time. Currently she is minding four children, two of whom are in the early years age group and two on the compulsory part of the Childcare Register.

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 in which they enjoy a variety of interesting play activities. A key strength of the setting is the childminder's ability to ensure that all children feel included and their individual needs met. She generally promotes children's welfare and learning effectively through her involvement in their play and her close liaison with parents. She maintains a good capacity for continuous improvement through her commitment to furthering her own professional development.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.
(Documentation)
- 30/07/2010

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

- establish the system of observational assessment in order to plan to meet children's individual learning needs more effectively
- explore ways to provide a variety of learning experiences outdoors so that a balance of indoor and outdoor play is available to children.

The effectiveness of leadership and management of the early years provision

The childminder's documentation is well organised and provides a good framework for her practice. She has effective procedures in place to ensure that children are safeguarded while in her care. She is particularly attentive to children's health needs and encourages children to adopt healthy lifestyles. She renews her first aid qualification when required so that she has an up-to-date understanding of how to deal with accidents. Her medical records are maintained appropriately and parents kept informed.

The childminder knows what to do if she has any concerns relating to child protection. Children are closely supervised at all times, both in her home and on outings. She prioritises children's well-being and carries out regular safety checks of the premises to ensure their safety. However, the record of risk assessment does not clearly show a date of review, or when particular aspects of the environment are checked, so that the childminder can demonstrate all potential hazards are minimised effectively. This is a breach of a specific legal requirement. She practices emergency evacuation following her plan with children, so that they know what will happen in the event of an emergency.

The childminder is efficient in the use of her time, attending to children's individual care needs and promoting their learning through a variety of play activities. She has a caring and friendly approach which contributes to children feeling valued and included in her setting. She is particularly aware of the differing needs of groups of children, for example, boys and girls, or older and younger children, offering them suitable choices and responding to their requests. She is flexible in her support of children and consequently they quickly develop a sense of belonging in a relaxed and caring environment.

The childminder provides a stimulating play environment for children with many interesting books and toys easily accessible at low level. She engages with the children, facilitating their choices and enhancing their learning experiences. She takes opportunities to interact and increase children's awareness and understanding through conversation. Children enjoy play sessions outdoors where they can be physically active in the fresh air. The childminder is currently developing the garden to ensure that it is secure and attractive for children. At present, therefore, children do not have the opportunity to participate in a wide range of outdoor activities.

The childminder liaises closely with parents and carers to ensure that children's individual needs are met effectively. She is sensitive in her engagement with parents, for example, finding out about the needs and interests of children who are new to the setting whilst also taking parents' wishes into account as she manages children's care. She exchanges information daily with parents through written diary sheets, keeping them up to date with each day's events. She is aware of the need to work in partnership with other providers and professionals when caring for children. Parents especially appreciate opportunities to discuss their children's care and development with the childminder.

The childminder reflects thoughtfully on her childcare practice, using self-evaluation to consider ways in which she can improve the outcomes for all children. She seeks the views of parents who use her setting and requests advice from other childminders. Since her previous inspection she has attended a number of training courses in order to improve her knowledge and understanding of childcare, for example, healthy eating, communication skills and learning through play. She knows which aspects of her practice are strong and those which require further development, such as her activity planning.

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

Children show much interest in the activities on offer and are encouraged by the childminder to become active and creative learners. They gain self-confidence as they make their own decisions and explore resources independently. When playing together they share fairly, showing respect for others in the group. Their behaviour is very good and they respond positively to suggestions and instructions from the childminder. They benefit from her interest in their chosen play activities, for example, collage and model making. She responds to their comments, asks questions and suggests ideas, encouraging children to develop their use of language and acquire new skills. For example, children talk about their experience of spiders as they use construction equipment and request extra resources to refine their models. Younger children have good opportunities to explore their environment with the support of the childminder, beginning to make connections as they investigate toys and materials.

The childminder is adept at recognising where children are in their learning at a particular point in time, and moving them on. She observes children closely and is very aware of their diverse learning needs. Children participate in activities which incorporate all six areas of learning. For example, they learn to describe and compare, solve problems and coordinate actions as they create pictures and models. They have good opportunities to express their own ideas creatively using a wide range of materials. The childminder has introduced a system of observational assessment to enable her to meet children's learning needs, linking her observations to the developmental stages of the Early Years Foundation Stage. In this way she can work out how to extend children's learning, for instance, modelling speech for a younger child or showing an older child how to calculate. However, her system is not sufficiently established to enable her to determine specific next steps for each child, and include these in her planning, in order to extend children in all areas of learning.

Children feel safe and secure in the setting. They approach the childminder with confidence as they ask for extra resources or request individual attention. They become increasingly aware of the benefits of healthy eating and regular exercise as they talk about healthy bodies, for example, strong teeth and bones. The childminder provides a variety of healthy and nutritious foods, including fresh fruit for snacks. Children are encouraged to try different foods, such as frozen yoghurt. They have fun in the garden, playing ball games, and can access drinking water at

all times so that they avoid the risk of dehydration. Children develop close relationships with each other and play together harmoniously. They learn how to keep themselves safe by recognising potential dangers and behaving in a safe manner. The childminder's calm and supportive approach encourages a positive attitude amongst children and they are happy 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	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

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

Met