

Inspection report for early years provision

Unique reference number	EY346148
Inspection date	14/01/2010
Inspector	Sandra Daniels
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 2006. She lives with her husband and three children aged 13, nine and two years, in Edmonton in the London borough of Enfield. The childminder lives in a three bedroom flat situated over two floors in a three storey block of flats. The living room on the ground floor and one bedroom on the first floor are available for childminding purposes. Access to the premises is via two flights of stairs. She is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. She may care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age group. The childminder currently has one child aged one year on roll. She works every day of the week and at weekends on request. There were no children present during this inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has addressed the actions set at her last inspection and has met these requirements. She has completed her Early Years Foundation Stage (EYFS) introductory training and has a sound knowledge of the requirements. The childminder has taken steps to evaluate her provision and is using the self-evaluation tool to help her identify the strengths of her provision and the areas for future improvement. She is committed to attending further training courses in order to do this. The childminder is able to meet each child's individual needs effectively. To support this, she uses information gathered from parents in addition to her own observations.

What steps need to be taken to improve provision further?

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

- develop systems for the assessment of children's progress based on observations of what children are doing in their day-to-day activities, linked to the Early Years Foundation Stage (EYFS).

The effectiveness of leadership and management of the early years provision

A secure awareness of safeguarding issues means children are continually protected and satisfactory procedures are in place to ensure children's safety in the home. For example, risk assessments are successful in identifying and minimising potential hazards to children. Suitable systems are in place to ensure children's safety on outings as careful planning is undertaken before children venture on any outing, such as bus rides. This positively supports their safety and well-being. In addition, the childminder has obtained written parental consent for outings and also to seek emergency medical advice or treatment.

Suitable monitoring systems enable improvements to be made which has a positive impact on the overall quality of the provision. The childminder is realistic in her approach and adequately identifies her strengths and weaknesses. As a result, systems are now in place to continually improve her practice. For example, she is booked onto some relevant training courses in the near future and is working together with other advisory professionals with good effect.

Satisfactory links with parents means that the childminder speaks to parents about their child's progress and works in partnership with them for the well-being of their child. This has a positive impact on children's care and development. Relevant information is obtained from parents, assisting the childminder in acknowledging the uniqueness of individual children. The childminder is developing her knowledge of diversity and has added resources to her provision which help children to appreciate diversity. For example, children can dress up in various costumes and the childminder supports them to acknowledge similarities and differences.

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

The childminder demonstrates a satisfactory understanding of the EYFS and plans an appropriate range of activities which cover all areas of learning. Children benefit from a very flexible routine which focuses mainly on child-centred activities. Children can choose what they want to play with and can safely access toys and equipment for themselves. This supports children's developing independence and self-confidence. Appropriate use is made of the space so that children can move around independently. The childminder has recently introduced observation records for children, however, these are in the early stages and, as yet, do not clearly identify learning priorities for each child and the next steps in their development. Neither are they clearly linked to the six areas of learning, although the childminder is familiar with these. In addition, there is not yet a system in place for monitoring children's achievements and progress. The childminder is able to give examples of how she encourages children to develop a good knowledge of what is right and wrong. For example, through praise for positive behaviour and by giving explanations to children of the consequences of certain behaviours.

The childminder demonstrates her understanding of how to encourage and support young children's emergent language skills. She would introduce new vocabulary when looking at books with children and would discuss concepts such as colour and shape when building with blocks. Children benefit from a suitable range of activities to help promote their creative development. For example, they have opportunities to do colouring and play with play dough. The childminder states that she joins in with children as they play, in order to provide support. Use of the local area develops children's understanding of the living world. Examples of this are where they go for local walks or play in the nearby playground. Children can freely access books and the childminder states that they look at them together.

The childminder is aware of the importance of exercise and fresh air for good health and raises children's awareness of a healthy lifestyle. The childminder is

able to demonstrate how children are encouraged to develop independence skills in their own self-care. She helps them to learn to wash their hands before their snack, take off their own coats and put on their shoes. The childminder provides of fresh fruit snacks and talks to children about which foods are good for them.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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