

Inspection report for early years provision

Unique reference number	EY347093
Inspection date	14/12/2011
Inspector	Carolyn Hasler
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 2007. She lives with her two younger children aged six and eight in Enfield, Middlesex. The whole of the ground floor and first floor of the childminder's house is used for childminding and there is access to the bathroom on the second floor. The family has a pet cat.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This childminder offers good quality care in a welcoming and inclusive provision. There are several areas identified for improvement which may impact on the overall quality of the setting. These include continued development in monitoring children's development and self evaluation. Overall children make good progress in their learning. Partnerships with parents and others are effective. Self-evaluation processes are not fully developed and are, therefore, not yet fully effective in underpinning and securing improvement. The childminder, therefore, shows a satisfactory capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- develop further the two-way flow of information with parents by offering more opportunities for them to contribute towards their child's initial assessment to establish their child's starting points
- develop the use of observations and assessments of children's progress to identify learning priorities and plan relevant and motivating learning experiences for each child
- identify systems and routines which work well and those that can be improved by continually self evaluating the service over time

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of her roles and responsibilities to keep children safe. She understands the different signs of abuse and the procedure she needs to follow. Interagency links are made with professional bodies where appropriate. The childminder maintains appropriate checks. Children's environment is risk assessed and a safe environment is maintained.

The childminder has maintained her paediatric first aid. However, she has found it difficult to access training to develop her practice skills further. The childminder has addressed recommendations made at the last inspection. Policies and procedures are regularly reviewed to ensure they contain updated information and in general they support the service she delivers. The childminder has begun the process of evaluating her service and has a satisfactory knowledge of strengths and weaknesses. Her monitoring and analysing skills are not fully developed as an ongoing process although she is beginning to use feedback from parents to inform decisions.

The childminder provides a child friendly learning environment to encourage children's play and learning. Colourful toys and equipment are stored at low level and are easily accessible to children who make confident selections. Young children are encouraged to explore sensory resources which incorporate natural materials. The childminder is effective in supporting learning through the use of resources and by engaging children in play. She is very experienced and this shines through in her knowledge of individual children. The childminder is not yet taking account of parent's knowledge of their children when establishing starting points. She monitors development effectively but is less secure in her knowledge of how to plan for future learning. Overall the childminder has a good understanding of the Early Years Foundation Stage framework and uses this successfully. As a result children make good progress.

There is a clear focus on establishing routines and practises closely linked to children's home experiences. Children have opportunities to meet and develop relationships with other people. They do this through visits out to local toddler groups and shops. This gives children first hand experience in engaging others who look visually different, use different languages or behave differently to themselves. Toys and play resources support positive images of diversity and allow children to explore their thoughts and feelings. Children are learning about other countries and their own communities' through special occasions and events. This builds their own self-worth, familiarity and acceptance of others.

The childminders relationships with parents and carers are positive and well established. Parents are provided with information through daily chats, children's work and documented observations. Parents value the childminders support, they are encouraged to play a key-role in settling in children. The childminder regularly shares developmental records and encourages feedback from parents through questionnaires. The childminder currently does not have any partnerships with

other early year's professionals. However, she is aware of the benefits of sharing developmental information to support continuity of care.

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

Young children separate well from parents and settle quickly at the setting because parents and the childminder work effectively together to ensure that children feel safe. Children achieve a sense of belonging at the setting; they are familiar with the routines and know where to find what they want. They build secure relationships with the childminder which they show by expressing affection. Children behave independently gaining skills such as making choices and managing situations by themselves. They are very sociable and play well together respecting each others games. They understand and follow boundaries and copy the good examples of behaviour set for them by the childminder. Consequently they are learning to keep themselves safe.

Young children are encouraged to take part and develop independents in personal hygiene routines and healthy living skills. Most personal hygiene tasks are supported. However, where ever possible the childminder introduces language and encourages participation in hand and face washing tasks. Children are very energetic and move around their environment freely accessing lots of exciting physically challenging activities both indoors and out. When they get thirsty they are able to access drinks. Snacks and meals are nutritious and children are gaining good habits in eating healthily. Their emotional and physical needs are recognised and acted upon. Provision is made to provide time to rest and play.

Children enjoy coming to the setting and successfully gain skills and achieve progress. For example, emerging language is supported through conversational interactions. Young children are clearly listening, absorbing and experimenting with sounds. They hear clear diction and are encouraged to express themselves. They understand and can follow simple instruction. Children snuggle up and make nests when enjoying books. They have opportunities to explore mark-making activities. Children explore size, shape and numbers through every day activities. There are emerging skills in problem solving. An example of this is children enjoying peg puzzles and shape sorters. They hear lots of supporting language to help them work out solutions for themselves. Children have access to a variety of interactive games and experiment with leavers and buttons on pop up toys. They engage in a wide range of activities to help them value diversity. They show an excellent awareness of responsibility within the setting by being helpful. As a result of the positive interactions children receive, they are making good progress in their learning and development which impacts on their ability to access future learning.

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	3

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	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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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