

Inspection report for early years provision

Unique reference number	EY365701
Inspection date	25/02/2009
Inspector	Pauline Nazarkardeh
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2007. She lives with her husband and two children aged two and 14 years. They live in a three bedroom house in Hendon, in the London Borough of Barnet. The areas of the home that are used for childminding purposes are the two reception rooms, sleep room, downstairs toilet and kitchen. There is a garden for outdoor play. The family do not have any pets.

The childminder is registered for five children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time. When working with an assistant she may care for five children in the early years age group. They are currently minding five children in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has developed sound partnerships with parents which ensures children are valued and included. She has a developing understanding of how to implement the Early Years Foundation Stage (EYFS) framework and as a result, children's welfare and individual learning needs are satisfactorily met. However, there are no systems in place to observe and assess the children's progress or to identify the next steps in their learning.

The childminder is keen to develop her childminding service, however, she does not undertake a process of self-evaluation and as a result, the areas for improvements which have the greatest impact on children have not been identified.

What steps need to be taken to improve provision further?

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

- review the environment to ensure that children have clear play space so they can play and learn independently
- develop the system for evaluating the effectiveness of the provision so that areas for improvements are targeted.

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

- develop systems for making observations and assessments of each child's achievements, interests and learning styles and use them to identify priorities and plan motivating learning experiences for each child (Assessment arrangements).

31/03/2009

The leadership and management of the early years provision

The childminder has organised her home with children in mind and they have free access to the wide range of resources set out in two open plan play rooms. However, the storage of resources in the play area restricts the play space available and sometimes this means that children can not play and learn independently. The childminder has a developing knowledge of the EYFS and as a result children are making satisfactory progress in their learning and development. She has addressed the action set at registration in relation to the safety of the glass. However, she does not currently self-evaluate her practice, therefore, affecting her ability to target particular areas for improvement.

The childminder has systems in place to share information with parents. She talks to the parents before children attend in order to find out about their needs and requirements. In addition, she provides verbal feedback to parents on a daily basis. Clear written policies are in place and they are made available to parents for information.

The childminder has a good understanding of how to keep children safe and has identified and addressed potential hazards to children within the home. For example, safety gates are fitted to prevent children from leaving the play room. The childminder understands how to protect children if abuse is suspected and she is aware of the reporting procedures to follow.

The quality and standards of the early years provision

The children are making satisfactory progress in their learning and development. They are provided with resources that are appropriate for their ages and stages of development. Older children enjoy making crowns and creating people using construction sets. All children join in when dancing to the music and playing the musical instruments. Younger children respond to what they see, hear and touch. They show their emotions as they watch the childminder blow bubbles up in the air and follow them as they steadily float back down. However, the childminder does not have an effective system in place to plan, observe or assess children's progress or to identify the next steps in children's learning and development. As a result children are not provided with activities which are planned to extend on their individual interests and learning styles and future learning plans are not in place.

Children are cared for in a secure, safe and welcoming environment. The childminder ensures the home is safe and that children have access to resources that are safe and age appropriate. She has formed close relationships with the children in her care and ensures children are comforted when upset. The childminder treats the children with respect as she talks to them in a calm and sensitive manner and reassures them when needed. Children benefit greatly from being able to use their home language alongside English in their play and learning. The childminder has appropriate methods in place to manage children's behaviour and encourages children to learn about sharing and right from wrong. Children are

inquisitive when a new activity is presented to them however opportunities to learn independently and to be active are restricted as the storage of toys and resources limit the space available to children.

The childminder ensures that the children's health and nutrition is promoted throughout the day. At snack and meal times children are provided with a selection of healthy food and a written menu is available for parents. Children's health and well-being is supported as the childminder provides children with regular drinks to keep them hydrated. The childminder holds a current first aid certificate and if children have a contagious illness parents are required to keep the child at home in order to reduce the spread of infection.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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