

Inspection report for early years provision

Unique reference number	EY367685
Inspection date	27/05/2009
Inspector	Anahita Aderianwalla
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 has been registered since 2007. She lives with her family in a spacious house in the London borough of Enfield. Areas of the house to be used for childminding include the kitchen, lounge and adjoining dining/sitting room. The children have access to a large garden .

The childminder may care for no more than 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. There are currently seven children on roll and all are in the early years age group. The childminder works with another co childminder. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder effectively promotes all aspects of children's welfare, learning and development. Children are offered appropriate support in activities and daily routines, thus ensuring that she offers an inclusive service where each child is valued as an individual. The childminder's positive approach to ongoing self-evaluation and the implementation of action plans for future development enable her to provide a service which meets the needs of children. There is a close working partnership with parents, which contributes to ensuring the needs of all children are continually met.

What steps need to be taken to improve provision further?

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

- continue developing multicultural and diversity resources and ensure they are available for children every day.

The leadership and management of the early years provision

The childminder demonstrates a commitment to wanting to improve her practice, and she has firm systems for self-evaluation to reflect on the service she provides. Appropriate risk assessments and the implementation of safety policies help to ensure that children are cared for in a safe, secure environment. Children are gaining a good understanding of safety issues through ongoing explanations, when on outings and good daily practice. Children's sense of security in the childminder's care is fostered by the many ways she has a firm relationship with parents. All parents have access to the childminder's informative policies and procedures and they have an opportunity to take these home with them. Parents are able to support their children's learning and enjoy finding out about their achievements through daily conversation with the childminder and sharing their individual observations, termly reports and daily diaries. The effective relationships with others providing care for the children mean that they receive consistent care and

their development is promoted. For example, the childminder has established strong relationship with the local pre-school of the children who attend.

The quality and standards of the early years provision

Children enjoy attending the setting and are provided with good opportunities to help them progress across all areas of learning. All planned activities are adapted to match children's different interests and stages of development. A good variety of resources are stored at a low level, enabling children to access toys of their choice to support their own play and learning. Children enjoy exploring a range of good equipment, as they sit sociably together to engage in playing Lego. Their learning is extended through the childminder's good questioning techniques and understanding of their differing individual needs.

The home is bright, welcoming and walls are attractively decorated with educational posters and children's work. Equipment and toys are attractively presented to children to encourage them to want to play and explore their surroundings. Children are confident and secure in their relationships with the childminder and are learning how to form positive relationships with other children through the sensitive support she offers. The careful planning of activities and preparation of resources mean that children are encouraged to be active learners and think critically. For example, children show great delight in playing with a jigsaw, becoming engrossed in working out how to place the pieces in the correct place and noting the different patterns they are making. The thoughtful planning of additional activities means that children are offered an extended variety of opportunities. Adult-led activities promote children's awareness and help them gain an appreciation of other cultures and ways of life. However, children do not have daily access to resources that promote cultural awareness as they are not woven into daily routines.

Children make good progress in all areas of learning because they are offered a wide variety of activities and play opportunities. The childminder's good knowledge of child development means that she is able to assess children and provide activities that interest them and promote their individual development. For example, when children show pleasure and skill in an activity to use simple shapes to make faces, the childminder extends this by introducing further shapes and discussions about bodies and healthy eating. Children progress well as the assessment and planning procedures utilise information about children's starting points and clearly show how the next developmental steps are fed into ongoing planning.

Children are gaining a good understanding of the relevance of hygiene practices. For example, they talk with the childminder about why they need to wash their hands before eating and they confidently talk about brushing their teeth and have discussions about the importance of good hygiene. Each child is provided with individual towels and personal coloured drinking cups and beakers to minimize the risk of cross 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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