

Inspection report for early years provision

Unique reference number	EY397207
Inspection date	18/03/2010
Inspector	Siobhan O'Callaghan
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2009. She lives with her partner and two children aged fourteen and six years. The family live in Enfield Wash, an area of the London Borough of Enfield. The childminder uses the whole of the ground floor of the premises for childminding purposes and one bedroom upstairs to provide undisturbed sleep for children. There is a secure, outdoor play area.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of five children under eight years at any one time, of these, not more than three may be in the early years age group. The childminder's partner is registered as her assistant. She is currently caring for three children in the early years age group. All children attend full time. The childminder walks to local schools to take and collect children. She attends a local toddler group and childminding support group. The childminder is a member of the National Childminding Association and holds a formal childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder organises a welcoming and inclusive home environment for children where they are supported to become independent and active learners. Children's individual needs are fully respected and acknowledged as the childminder ensures that all children can fully participate in the experiences offered to them. The childminder values working in partnership with parents, which supports her in promoting most aspects of children's welfare. She demonstrates an enthusiastic approach towards developing her practice, which is evidenced within her commitment to attend regular training courses to enhance her knowledge and skills within the early years field.

What steps need to be taken to improve provision further?

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

- ensure appropriate fire detection is in place, for example smoke detectors (Suitable premises, environment & equipment)
- 01/04/2010

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

- improve risk assessments for each type of outing so that they are consistently reviewed before embarking on each specific outing
- develop the system of planning to more clearly identify the learning intentions of activities in order to show how each child's learning and

development will be supported.

The effectiveness of leadership and management of the early years provision

The childminder has developed comprehensive records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage. She organises a safe and secure home environment for children which is regularly monitored through ongoing risk assessments. However, at present smoke detectors are not available throughout the home to ensure that potential fires would be detected quickly. The childminder demonstrates a good understanding regarding the safe conduct of outings with children, although she is yet to develop a robust system to ensure that these are consistently reviewed. Children are effectively safeguarded from potential harm as the childminder is confident to monitor and discuss any arising concerns with parents and outside agencies where necessary. She keeps her training within this area up to date and shares her safeguarding policy with parents. The childminder ensures that children are never left unsupervised with unvetted adults. Overall, children's personal safety and welfare is given due emphasis.

The childminder has a passionate approach towards her work with children; this is her first inspection since registration and she has worked extremely hard to develop all aspects of her practice to bring about improved outcomes for children. She enjoys the challenge of attending courses and uses these experiences to raise standards within her provision. For example, she ensures that children benefit from a fully accessible environment where they have opportunities to move freely from the indoor and outdoor environments. Resources are well organised and offer children many interesting experiences to promote all aspects of their learning and development. The childminder is effective in promoting diversity and inclusion within her provision, both through her practice and through the range of positive resources to support children to develop a positive awareness of both their own home backgrounds and of those people within the wider community.

The childminder values working in partnership with parents, which in turn supports her in meeting children's individual needs. Parents receive daily information about how their children have been, what they have eaten and how long they have slept. Children's achievements are shared and celebrated with parents. Although there are no children present who are attending other settings, the childminder is clear about her duty to work in partnership with all agencies involved with the children. It is evident that parents are extremely happy with the care their children receive, in recent letters of thanks they comment on the many strengths of the childminding provision. Parents comments include: 'The childminder's nature creates a welcoming atmosphere which promotes fairness, equality and respect for all' and 'children are very happy, they feel comfortable and get along very well with the childminder'. These positive partnerships fully contribute towards children's ability to feel secure and settled within this provision.

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

Children are very happy and content within the childminder's care. They confidently move from the indoor play area and out into the garden where they play for extended periods engaging within activities of their choice. They clearly enjoy the warm interaction they receive from the childminder as they respond positively to her affection and regularly look to her for support and attention. The childminder creates a stimulating and accessible learning environment for children. For example, she ensures that every child has the opportunity to fully engage within their play, when children show an interest in bathing dolls in the water tray the childminder ensures that every child has their own baby doll and flannels to wash them. The childminder has developed some effective planning and assessment systems to support her in promoting all aspects of children's learning. Although she is yet to ensure that plans clearly highlight what she expects children to learn from the activities she provides, this in turn will support her in monitoring children's progress towards these goals.

Children are developing successful communication language and literacy skills. They love to share books with the childminder, who encourages them to handle these with care and respect. They enthusiastically engage within singing sessions and confidently demonstrate their knowledge of familiar action songs. During creative pursuits children are keen to show off their mark making skills as they utilise the easel within the garden and further opportunities inside the home. Children are motivated to learn new skills as the childminder follows and develops their interests. For example, when children request that they want to play ball, the childminder honours their suggestions. She offers them physical challenges as she teaches them how to bounce, throw and roll the ball. Children are delighted with their efforts as they squeal with delight and continue to play for long periods of time. Through fun games and practical activities the childminder promotes children's problem solving skills and their early understanding of number concepts. For example, children are familiar with counting up to 10 as they count how many steps they need to climb to get upstairs.

Children's well-being and safety is given due emphasis as they learn through their routines the importance of keeping safe and behaving in responsible ways. For example, children are encouraged to think about risks in their environment as the childminder talks to them about the dangers of the spilled water on the floor. Children acknowledge that this is a slipping hazard and then help to mop up the water. They know that running in the home is a danger, thus older children remind younger ones of this rule. Children are developing a positive attitude towards living a healthy lifestyle as the childminder, in liaison with their parents, ensures that they are offered healthy and nutritional foods. Babies who are being weaned are slowly introduced to new foods; information is carefully recorded so that parents can monitor their progress. There are effective opportunities for children to exercise and to rest during the day. Children display exemplary behaviour, they are learning how to share and work together. Older children are very caring towards their younger peers; the childminder is close at hand to model this responsible behaviour and to offer praise when kindness and compassion is observed. Overall,

children are developing many valuable skills which help to secure foundations for their 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	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	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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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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