

Inspection report for early years provision

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Inspection date	22/06/2010
Inspector	Gulnaz Hassan
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 2010. She lives with her husband and young child. They live in the London Borough of Enfield in a three bedroom house. All of the ground floor and the bathroom and one bedroom upstairs are available for childminding purposes. Children have access to a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is also registered on the compulsory part of the Childcare Register. There is currently one child in the early years age group on roll. She is a member of the National Childminding Association and belongs to a local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment for children and their parents. Children are safe and well cared for and they make good progress in their learning. Strong relationships with parents and other partners contribute significantly to ensuring that each child is effectively supported and flourishes in the inclusive setting. Children develop a satisfactory awareness of diversity and an understanding of the needs of others. The childminder shows good capacity for continual improvement. She attends relevant training and has effective relationships with her early years co-ordinator. As a result, clear targets for improvement are identified to bring about sustained improvements in the service provided.

What steps need to be taken to improve provision further?

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

- ensure that the documentation of children's attendance is accurately and promptly completed (Documentation) 06/07/2010

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

- develop the systems for observations and assessments by including effective evaluation and next steps and use these to identify learning priorities and to plan relevant and motivating experiences for each child
- promote children's understanding of diversity through activities and experiences that encourage children to talk about, value and develop an understanding of other cultures, religions and backgrounds and ensure that resources and play materials reflect diversity and inclusion

The effectiveness of leadership and management of the early years provision

The childminder effectively safeguards children's welfare. She has a good knowledge and understanding of safeguarding issues and how to proceed if she had a concern about a child in her care. All of the required documentation that promotes children's health, safety and wellbeing is in place, up to date and underpins the generally good practices carried out. The childminder conducts effective risk assessments for the home and garden ensuring children's safety. Although not included in the documentation the childminder demonstrates that all outings and visits are rigorously assessed for safety. The attendance register is completed on a daily basis, however this is recorded later in the day and not promptly when children arrive and depart and this means that children's presence is not documented as required to meet welfare requirements. This is a breach of requirement.

Self-evaluation reflects the fairly rigorous monitoring of the service and results in clear targets for development that lead to sustained improvements in outcomes for children. The childminder has clearly identified areas for improvement, for instance she has identified that the play materials and resources in place do not fully reflect diversity and the multi-cultural community. The childminder confidently communicates a clear vision for providing a high quality service for children and their families. She consistently strives to enhance her skills through additional training, for example, the childminder has identified training needs in order to support observations assessments and planning for children's learning.

Equality is soundly promoted. For instance, there are suitable policies and procedures in place to support anti-discriminatory practice. The childminder ensures that all children are well settled and integrated into the setting with attention given to children's individual and emotional needs. A suitable selection of equipment, resources and play materials are available and easily accessible to help children's learning and development appropriately.

Strong parental involvement and good levels of communication ensure the continuity of care that the children receive. The childminder liaises closely with parents to ensure clear systems are in place for obtaining accurate and pertinent information about children's developmental starting points. The childminder communicates well with parents on a daily basis through daily discussions. Parents have access to a wide variety of information about the childminding service, including a comprehensive range of written policies and procedures, and access to their children's development files. The childminder also works effectively with other early years settings to benefit the children in her care, such as the local pre-school nursery. This ensures children benefit effectively from cohesive care and learning experiences.

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

Children make significant gains in their learning because the childminder plans and implements a full range of stimulating activities and experiences. This ensures children gain the knowledge, understanding and skills to develop and achieve the early learning goals, within the six areas of learning. Activities are sufficiently differentiated to meet the individual needs of children. Children enjoy drawing and painting sessions with the childminder. They enjoy playing games such as matching and naming objects helping to develop their language and vocabulary. Children enjoy initiating their own imaginative games playing in the home corner and setting up their own shop and café. Children are suitably supported by the good range of easily accessible play materials and resources available. Children learn about the community in which they live through outings to local groups and the library. They enjoy free-flow play from the playroom to the outdoors, and a daily routine provides a good balance of adult-led and child-initiated learning. Outings are planned to give children as much outdoor experience as possible. There are recently implemented systems in place to observe and document children's progress and capabilities; as yet these are not fully effective in identifying outcomes or in planning for the next steps in children's progress. This has been fully identified as an area for improvement by the childminder.

The home is well organised to meet children's needs and they can easily access a wide variety of good quality resources that support their play and learning. The childminder has some systems in place to support children's understanding of diversity within the wider community, for instance she answers children's questions about diversity and differences they have observed in a sensitive manner. However the resources and play materials in place do not as yet reflect or promote the diversity of society and the wider world.

The childminder demonstrates good levels of commitment to promoting children's understanding of health and safety. Risks and hazards are sensitively discussed with children so that their sense of safety and responsibility is developing well. For instance children can explain why they need to hold hands and stay within the childminder's vision during outings and children demonstrate a good understanding of road safety rules. Children enjoy a range of healthy snacks and meals that are cooked on the premises and drinking water is easily accessible. Standards of hygiene and cleanliness at the setting are good and children understand about the need to practise good hand washing skills. Children know the routine well and they demonstrate suitable levels of independence and responsibility, they help to tidy up and to prepare tables for activities. Children enjoy physical exercise and outdoor play; they visit the local park and visit the local children's centre. Children's behaviour is managed well by the childminder who encourages the young children in her care to share and take turns.

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	3
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

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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