

Inspection report for early years provision

Unique reference number	EY372882
Inspection date	27/11/2008
Inspector	Kay Williams
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the childminding

The childminder was registered in 2008. She works from another childminder's home which is located in Edgware, within the London Borough of Barnet. Access to the provision is via the ground level front door. The ground floor area of the house is available for childminding; this includes a dedicated play room, conservatory, lounge and downstairs toilet. There is a fully enclosed garden available for outside play.

The childminder works with up to two other childminders at any one time and together they offer care for up to nine children in the early years age range between the hours of 09:00 until 12:00, each weekday during term time only. She is currently working with one other childminder and they care for six children aged between one and two years. The childminder works one morning per week.

The childminder visits the local park and the family have two pet cats.

The childminder is registered on the Early Years Register.

Overall effectiveness of the early years provision

Children enjoy their time spent with the childminder; their welfare is effectively promoted because the childminder is attentive of their needs and their learning is generally well promoted, although there are missed opportunities in some aspects of the programme. All children are treated with equal concern and there are images of diversity reflected within some of the resources and planned activities. Partnerships with parents are friendly and informal. This newly registered childminder has yet to establish an effective system for maintaining continuous improvement but is committed to developing her practice.

What steps need to be taken to improve provision further?

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

- continue to develop a more comprehensive understanding of the Early Years Foundation Stage framework in order to recognise the value of continuous quality improvement and how it impacts on children's achievements in their progress towards the early learning goals
- use observational assessment more effectively to plan for children's individual learning needs and provide greater opportunities to promote their continuing learning and development
- share more information with parents to involve them in their child's continuous learning and development
- make more regular use of the outdoor area to promote children's sense of well-being and learning

The leadership and management of the early years provision

The childminder has organised her routine to match that of the other childminders working from the home, consequently, children are familiar with the daily routines. Documentation is sufficient to support the organisation. For example, registers of attendance, accident records and children's personal details are easily accessible for reference purposes and are appropriately completed. The childminder has completed all mandatory training, but has yet to develop an effective system for evaluating her strengths and weaknesses, consequently, there are some missed learning opportunities. Although, she is committed to improving her practice by using the inspection process to assist this.

Children are safe because the childminder risk assesses the play environment prior to the children arriving. For example, smoke detectors are tested regularly and safety gates and socket covers are used effectively to ensure that children are not exposed to potential hazards. Children's safety is further assured because the childminder is aware of her duty to safeguard the children in her care and has sufficient knowledge of appropriate child protection procedures.

In general, children benefit from the positive relationships that the childminder has established with the parents. They speak with high regard for the service that they receive; many of the children currently attending are siblings of children who have attended previously. The childminder and parents freely exchange information, supporting the consistent care of the children. For example, the childminder speaks to parents about children's dietary requirements and the use of comforters and dummies. Parents are offered daily feedback about how their children have spent their morning, although are offered less information about the value of play, consequently, children do not play outdoors during the winter months.

The quality and standards of the early years provision

Children have fun as they learn through play. They make satisfactory progress in their learning because the childminder has a developing knowledge of the Early Years Foundation Stage framework, and is able to provide an adequate variety of learning experiences which the children enjoy, although these are not always focused on the children's individual interests. The childminder has a good rapport with the children and spends good amounts of time playing with them and supporting their learning through conversation and appropriate questioning. Although children's achievements are recognised the next steps in their learning are not sufficiently supported. The daily routine is firmly established and although children enjoy the free flow session the more structured 'school time' sessions do not engage or sustain all of the children's interests.

Children are learning to develop their communication skills well, because the childminder spends time talking to them and narrating their play. They enjoy making independent use of books and are learning to sing rhymes. They especially enjoy playing musical instruments with the visiting musician. They are developing fine motor skills as they manipulate dough and use chalks to make marks on the

easel. They are learning to re-enact familiar event in their lives as they care for dolls and 'make tea'. There are few opportunities for children to play with and explore natural materials.

Children are confident individuals who arrive happily and part easily from their parents and carers. Their sense of belonging is strengthened as they know where to hang their bags and they put their beakers and comforters in a safe place and can easily access them throughout the morning. Consequently, they are becoming independent learners who are learning to choose where to play and what to play with. Children enjoy a good relationship with the childminder and as a result they are very well behaved and learning to share with others because she effectively supports them when their self control breaks down.

Children's healthy well-being is given sufficient priority. They independently access a drink of water throughout the session and enjoy a healthy snack of bread sticks, biscuits and banana and raisins. Children enjoy opportunities to develop some large physical skills such as marching and pushing dolls' buggies. However, they are not offered regular opportunities to play and exercise in the fresh air and develop additional skills such as running and climbing. Children play comfortably in a warm, clean, spacious environment which they can move about in with ease. Hygienic routines, such as nappy changing and cleaning the tables effectively, serve to reduce the spread of infection. Children who become ill are appropriately cared for. The childminder holds a current first aid qualification and is able to administer first aid appropriately in the event of an accident.

Children are offered some opportunities to learn about their own culture and those of others. Books, puzzles and dolls reflect some aspects of diversity and they celebrate a variety of different festivals throughout the year.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.