

Inspection report for early years provision

Unique reference number	EY337984
Inspection date	05/11/2008
Inspector	Lynn Palumbo
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).

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 2006. She lives with her partner and adult daughter in a ground floor flat. They live in Finsbury Park in the London Borough of Haringay. The areas of use for childminding are the living room, kitchen, hallway and playrooms with access to a toilet and bathroom. There is no access to outdoor play. The family have cat. She is registered to care for a maximum of three children at any one time. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children are happy and the childminder strives for improvement to provide high quality care and education. The childminder's good knowledge of child development and of each child ensures that children are included and are making good progress. Children really enjoy exploring the well organised, stimulating play environment that the provision provides. However, she is still to develop a breadth of activities to promote diversity to extend the existing good practice. Parents are well informed through the records she maintains, the clear written policies and the time taken to talk to parents.

What steps need to be taken to improve provision further?

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

- identify children's initial starting points and use the information gained from ongoing observations to clearly monitor children's progress and inform future planning to help move them onto the next stage in their learning
- develop risk assessments for outings and visits
- develop a range of activities to promote religion

The leadership and management of the early years provision

Children are safeguarded and the good care is underpinned by the comprehensive and effective policies that the childminder has developed. These include settling in procedures, how to make a complaint, health and safety and child protection. The childminder retains detailed information with regard to child records, contracts and risk assessments. However, risks identified outside of the home have not been recorded.

The setting is lead by a proactive childminder who has a clear vision of effective practice and how to meet children's needs. The childminder has become qualified in the paediatric first aid course, health and hygiene, child protection and is currently studying a Level 3 National Vocational Qualification in Childcare

The childminder consistently evaluates her own performance which is recorded in a

learning journal and this is critical and identifies major impacts for improvement, thus ensuring the quality of care and education provided to children is strong and consistently progressing towards higher goals.

Parents are able to support their children's learning and enjoy finding out about their achievements through daily conversation with the childminder and by looking at the individual child profile folders that the childminder is developing. The childminder has good relationships with parents and local organisations to ensure children's needs are met and they gain a sense of belonging to the wide community.

The quality and standards of the early years provision

Children are making good progress within the Early Years Foundation Stage. They are supported by a knowledgeable childminder, who is naturally reflective in her teaching and has a clear understanding of how children develop and learn.

Children benefit from a very good balanced range of child and adult led activities throughout the whole setting which helps to manage children's learning effectively. An example of this is when children enjoy playing with play dough, which provides good opportunities for developing vocabulary and exploring media and materials.

Children benefit from a very good range of resources which covers all the curriculum and these are used well by the childminder to encourage children to progress. An example of this is when children explore physical play in a ball pit, moving vigorously, learning to throw with control and listening to the childminders instructions. However, the setting does not have many resources which relate and reflect religion such as multicultural costumes and cooking equipments.

The design of the childminder's home is very effective ensuring that children and adults can move freely throughout. All equipments are age appropriate so that all children can access challenges that help them to develop at their own pace. All the rooms are bright, and children's work and other learning resources are creatively displayed. The indoor play area is effectively organised, the childminder sets up activities before the children arrive. However, there is no garden available for children to play outside. However, the childminder makes regular visits to the local park, playgroups, action rhymes, and story telling sessions.

The childminder is good at looking at the whole child, encouraging their independence. An example of this is at snack time, the childminder supports the children as they learn to wash their hands. Children are able to self serve, they eat very well and the childminder takes the opportunity to talk to children about the healthy foods.

Assessments are recorded and this enables the childminder to identify starting points and next steps to meet the children's development and learning needs. However, assessment for learning is not thoroughly consistent. For example, observations do not inform everyday planning.

The childminder has a strong relationship with parents' which makes them feel welcome in her home, ensuring that they have information relating to the child's welfare and daily activities. Children's individual needs are recorded when they join the setting and this information is updated with support from parents.

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?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

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

Since registration there have been no complaints made to Ofsted.

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.