

Inspection report for early years provision

Unique reference number	EY374399
Inspection date	04/02/2009
Inspector	Julia Louise Crowley
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 2008. She lives with her partner and son aged 19 months. They live in Winchmore Hill, in the London borough of Enfield. The whole of the maisonette is used for childminding. Access to the provision is via a step and stairs to the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding five children on a part time basis. Four of the children are on the Early Years Register.

The childminder drives to local schools to take and collect children. She attends local toddler groups, soft play areas, parks and farms. The childminder is a member of the National Childminding Association. 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

Children are relaxed and happy in the childminders welcoming and well organised home. The childminder works well with parents, providing effective policies and information that successfully meet the children's individual needs. The childminders competent ability to self evaluate her practice ensures that any improvements needed are effectively made and have a positive impact on the children she cares for. However, although risk assessments are completed records are not kept and there is insufficient access to natural and sensory play materials and equipment.

What steps need to be taken to improve provision further?

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

- increase children's opportunities to explore and extend their learning experience through providing sensory and natural materials amongst the play equipment
- provide a risk assessment that identifies aspects of the environment that needs to be checked on a regular basis and record when completed

The leadership and management of the early years provision

The childminder is well organised and focused on helping children make progress in their learning and development and to promote welfare. The childminder begins by getting to know the children and listening to parents to understand and provide for their needs effectively. Records, policies and procedures are thorough, informative and available to the parents. Currently the childminder is in the process of settling children and making careful observations of their capabilities, likes and

dislikes. Toys are presented at child level to enable children to make independent choices from toys appropriate to the children's age and stage of development. For example, children collect their favourite books and enthusiastically show the childminder. They sit together on the floor discussing the pictures and story. The childminder offers the children a sufficient range of toys however there is little access to natural materials or play equipment.

Parents receive daily record sheets which offer information regarding the children's physical needs and what activities they have enjoyed. The childminder is currently focussing on the children settling and allowing them to adjust to the new environment. Parents are offered information regarding her observations and planning in the parents information pack. Parents are encouraged to share what they know about their child particularly at the start of the arrangement, so that the childminder can provide play equipment of interest and familiarity. For example, the childminder provide a counting activity by collecting soft balls in the container. One child who loves balls excitedly collects them up, while another tries to count to ten.

The childminder promotes children's safety by providing the parents with consent forms and information so that they are always aware of the day's arrangements. The childminder risk assesses on a daily basis and ensures that her home is organised and ready to receive children safely. However, there is no record of the completion of the risk assessment, consequently, the regularity of these checks and the assessment of the risk is not available.

The quality and standards of the early years provision

Children enjoy purposeful and planned play both indoors and outdoors. The childminder's knowledge of the early learning goals provides the children with opportunities to explore and increase their understanding and knowledge. For example, trips to the farm increase their vocabulary and awareness as they reinforce their experience with the toy farm and animals at the childminder's home. Books are readily available supporting children interest and creativity. Parents have opportunities to look at photos, record sheets and planning that is available in the kitchen. This enables parents to support the children's experiences at the childminder's and keep up to date with any development.

Children learn to stay healthy as they begin to wash their hands before they eat and after messy play. Although the children are young, the childminder begins to teach the children to blow when using a tissue. Children are well behaved and relaxed. The childminder offers plenty of praise and encouragement throughout the day reinforcing positive behaviour and offering the children a sense of achievement. For example, children begin to help tidy away toys, as the childminder explains that they may trip if toys are left out. Children clap with pleasure as they are told 'well done'.

Children learn skills that contribute to their future well being, as they learn to communicate effectively. Young children's vocabulary is developing fast and the childminder supports this by gentle repetition and introducing new words and

sounds. Children place their CD into the machine and dance to the music and rhythms. They are familiar with actions and words of songs and nursery rhymes. Children learn to count as they play with the balls, bricks and everyday objects, for example, stairs, buttons and fruit segments. They calculate as they divide and share out food at snack time and build with the bricks. The childminder supplies wheelbarrows and spades to increase the children's knowledge and understanding of the world as they plant and dig in the garden. They carefully watch as the birds take the seed from the bird feeder. Children are effectively supported as they make progress towards the early learning goals.

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

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