

Inspection report for early years provision

Unique reference number	160052
Inspection date	28/05/2009
Inspector	Rosemary Coburn
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 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 2001. She lives with her husband and two teenage children in the Edmonton area of the London borough of Enfield. The entire ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder is registered to provide care for four children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently two children on roll in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children have access to a good balance of adult-led and child-initiated activities both indoors and outdoors and this helps them to make progress through the early learning goals. The childminder has a good understanding of her role in safeguarding children. This means that children are safe and secure in her care. All relevant policies and procedures are in place. They are effective and support the care given to children. Good partnerships with parents and the childminder's positive attitude towards diversity plays a key role in supporting children's learning and development.

What steps need to be taken to improve provision further?

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

- analyse and review what you know about each child's development and learning in order to make informed decisions about the child's progress and plan the next steps to meet the development and learning needs.

The leadership and management of the early years provision

Children play in a spacious, well organised and enabling environment. This allows them to move around safely and plays a key role in supporting and extending children's development and learning. Children have access to a good range and balance of adult-led and child-initiated activities which are suitable for their age and stage of development, and provide sufficient challenge to support them through the early learning goals. For example, two young children were present on the day, one child was helping the childminder to set the table for lunch and clear away afterwards while counting the cutlery. The other young child appeared very settled and content, showing confidence to explore new experiences, despite the fact that the child was new and still settling into the provision. This means that children are effectively supported in the Early Years Foundation Stage (EYFS) by being active learners, and they are encouraged to develop habits and behaviour appropriate to their own needs and those of others. This promotes inclusion.

The childminder affirms children at all times and demonstrates a good deal of warmth and affection towards them. Consequently, children behave well and this supports good relationships with children and adults. Records, policies and procedures are used effectively to safeguard children and promote their good health and welfare. For example, measures for dealing with accidents, incidents, administering medication and regular risk assessments indoors, outdoors and prior to going on outings are integral to the childminder's daily practice.

The childminder strives toward continuous improvement to promote good quality care and education. Through continued self-evaluation, training and links with external agencies and services the childminder has a good understanding of the strengths and weaknesses of the provision. Plans for the future include developing her knowledge and understanding of the EYFS further, in order to bring about improvement to the provision and outcomes for children.

The quality and standards of the early years provision

Children benefit from the childminder's understanding of the EYFS as the childminder provides meaningful play and learning opportunities for children across the six areas of learning. For example, children's knowledge and understanding of the world is promoted by giving children opportunities to undertake practical experiments using a variety of materials and textures. Sand and water play activities are regularly set out in the outdoor play area. Children enjoy pouring and filling while using different kinds of measures and tools. The childminder has an understanding of the learning and development requirements. For example, she gathers knowledge about children's starting points by talking to parents and through observing and assessing children during their play. She is beginning to use information gathered from observations and assessments to plan the next steps in children's learning. However, she is not secure in her understanding of analysing and reviewing what she knows about each child's development and learning, in order to make informed decisions about children's progress and plan the next steps.

Children are safeguarded and their welfare is promoted. For example, the childminder is aware of child protection policies and understands the procedures to follow if she has any concerns. Effective daily procedures to promote children being healthy and reduce the risk of the spread of bacteria are in place. For example, the childminder uses gloves while changing nappies and each child has their own nappy changing mat. Nappies are suitably disposed of and changing mats are thoroughly disinfected after use. Children are supported in being healthy through being active and enjoying physical activities such as regular trips to the park and local play provisions. The childminder provides an inclusive and welcoming service. For example, a good partnership with parents and external agencies contributes considerably to children's well-being while at the setting. Children have easy access to a wide range of good quality toys and resources which are available to all children. Girls and boys are considered when planning activities both indoors and outdoors. Toys and resources support equal

opportunities and promote diversity by showing positive images of people from different parts of the world or living different ways of life.

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

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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

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