

## Inspection report for early years provision

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<b>Unique reference number</b>	147856
<b>Inspection date</b>	11/02/2009
<b>Inspector</b>	Lynne Kathleen Talbot
<b>Type of setting</b>	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 July 1999. She lives with her husband and three children aged seven, 12 and 13 years in Pinner, Middlesex. The whole of the ground floor of the home is used for childminding. There is a fully enclosed garden for outside play. Access to the childminder's home is via a slope to front with a single step, and two steps to the rear garden, the garden has two steps from patio to lawn area.

The childminder is able to provide care on each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide five places for children. There are currently 12 children attending part-time hours, seven of whom are within the Early Years Foundation Stage (EYFS). Three children attend other settings such as the early years unit of the local primary school and the local pre-school.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Firm knowledge of each child's individual needs ensures that the childminder promotes all aspects of their learning with success. Children's safety and welfare are well promoted with risks minimised whilst arrangements for safeguarding children are robust. Informal methods of working with parents, together with other settings providing for children, contribute to ensuring that the needs of children are met and that they get the support they need. The childminder is able to bring about continued development because she has effective procedures for self-evaluation that enable her to understand her strengths and weaknesses.

## **What steps need to be taken to improve provision further?**

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

- extend the educational programme, with reference to supporting children's knowledge and understanding of the world, with particular reference to cultures and beliefs, places of worship and disabilities
- involve parents in the learning programme at initial assessment for starting points and the ongoing learning journey, and ensure that development and progression are shown.

## **The leadership and management of the early years provision**

Policies and procedures are used effectively to promote the welfare of children. The childminder has a firm understanding of issues relating to safeguarding. She has extended her knowledge by attending forum meetings which provide training in areas such as observations, partnerships, and play with a purpose, this

promotes her continued development. The childminder completes effective self-evaluation to assist her with development and seeks informal feedback from her users who provide positive and complementary references. She seeks and identifies each child's need for individual support to ensure that her care is inclusive and works closely with other settings providing for children within EYFS.

The childminder carries out risk assessments which are thorough and cover both the home and outings to ensure that risks are minimised. Reviews to assess new risks, such as when playing outdoors in the snow and the use of CCTV for security, enhance the safety for children. Resources in the playroom are organised to enable children to self-select most materials and initiate learning. Flexible routines encourage children to enjoy a range of activities within the home and they access local facilities and provisions to begin gaining an understanding of their immediate community. For example, they visit the physical play centre 'Funky Kids' for large movement and visit Aldenham Farm and woods to learn about animals and the natural world around them.

The childminder has formed firm relationships with parents and carers offering extensive verbal feedback and sharing each new stage reached. Initial starting points are identified and observations are detailed. However, there is no involvement of parents within the initial assessment nor the ongoing learning journey, and progression of children is not tracked. This means that parents are not fully involved in the development of their children and some developmental opportunities may fail to be fully investigated.

## **The quality and standards of the early years provision**

Children are offered a range of activities that support them in making good progress in their learning. Informal sessions and the observations show a range that offers child-led activities and physical opportunities for outdoor play. Individual learning journey folders show observations, photographs and identified next steps. However, there is no system to show progression which means that children may not be sufficiently challenged to reach their full potential.

The environment and accessible resources motivate children to explore. As children become interested in things around them they initiate topic works. For instance, when asking questions about baby photos this results in a topic looking at 'you and me'. They show interest in the world around them developing language to describe the frost as 'glittery' and talking about how the path is slippery. They explore the natural world enjoying use of the large garden spotting pigeons, magpies and even a fox. Children use the large posters displayed to discuss other wildlife showing the childminder snakes, squirrels and other animals. Later they discuss where snakes come from and hot countries which they may visit travelling in an aeroplane. Children show a developing interest in the world and develop self-esteem as they take part in conversations. However, they have fewer opportunities to explore cultures and beliefs, or specific needs including disabilities or non-verbal communication. This limits their knowledge of the wider world around them.

Children explore shape and size as they take turns completing a large puzzle

together. They count readily and begin to use problem-solving as they seek straight or curved pieces, match sizes and colours, beginning to use those terms as they talk together showing they are accommodating this new information. They begin to use some mechanical toys giving access to everyday technology. Children are gaining knowledge of time, space and distance. This is shown as they ask questions about how far away places are, ask how long it takes to reach places, and estimate for themselves if it takes longer to go to nursery by car or when walking.

Gardening opportunities, for example, growing potatoes and sunflowers help children to learn about care for things that grow and make links with foods they eat. They explore 5-a-day through discussion and posters, and make links to health as they point out a sticky table that needs cleaning and discuss washing germs off their hands. Children thrive because they are in a secure environment and take part in road safety routines each day when walking in the community. They carry out emergency evacuation, on a regular basis to support their own safety. Children learn to manage their own behaviour because they are shown a good example by the childminder who encourages awareness of each other. They recognise the 'golden rules' for behaviour that are displayed on the wall which enable them to self-manage behaviour and develop social attitudes for their future lives.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 the last inspection.

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.