

Inspection report for early years provision

Unique reference number	402902
Inspection date	27/04/2009
Inspector	Sandra Daniels
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 has been registered since 2001. She lives with her husband and one adult son in Wood Green in the London borough of Haringey. The kitchen/diner and middle room on the ground floor, two bedrooms, toilet and bathroom on the first floor are used for childminding purposes and there is a fully enclosed garden available for outdoor play. The childminder is registered to care for three children under eight in her own right and for a maximum of eight children when working with her husband who is her registered assistant. There are currently six children on roll, all of whom are in the early years age group. The childminder walks to a local school to take and collect children. She attends the local carer/toddler group and takes children to the local park. The childminder is an approved quality assured member of Haringey's Children Come First Childminding Network and a member of the National Childminding Association (NCMA). She receives support from the Early Years Development and Childcare Partnership. 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

Overall the quality of the provision is good. The childminder effectively promotes inclusive practice through encouraging the children to take part in activities which are appropriate to their different needs and abilities. Anti-discriminatory practice is actively promoted so that all children feel valued. She has a secure awareness of children's individual needs which ensures she is able to provide an appropriate range of activities and enable all children to gain the most from their play and learning experiences. The childminder demonstrates a commitment to improving the provision for all children and is attending further training to ensure she is aware of the requirements of the new Early Years Foundation Stage (EYFS). She evaluates her practice and has started to introduce a more formal system of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop further knowledge and understanding of the Early Years Foundation Stage (EYFS) in order to make informed decisions about children's progress and plan next steps to meet their development and learning needs.

The leadership and management of the early years provision

All documentation pertaining to childminding is in place, up-to-date and regularly reviewed. There is suitable insurance cover and the childminder has a valid first aid certificate. She obtains all the necessary permissions from parents in writing, and is very methodical and organised. The childminder has completed many training

courses and workshops to keep up with new legislation and child-to-adult ratios are maintained at all times. The childminder has a positive attitude to protecting children and takes all the necessary steps to ensure their well-being. A safeguarding policy is in place and is shared with parents. The childminder knows what action to take should she have any concerns. All safety requirements are met and in place, and children are encouraged to be aware of danger. The childminder has written details of the children's needs and other relevant information. There is a written statement for risk assessments, which includes details of outdoor play and outings.

Improvements raised at the last inspection have been fully addressed and dealt with in a positive way. The childminder has completed the self-evaluation document, and sees this as a very good way of reflecting on her practice. She has identified her strengths and also some areas for development. For example, encouraging children's independence with life skills by supporting them to become more involved in shopping; helping the childminder to choose vegetables and pay for them. Partnerships with parents are good, with a two-way flow of information and communication. Parents are fully informed verbally of what their children do and how they are progressing. Some parents are happy to ask the childminder for advice and continue learning in the home setting. The childminder is keen to get them involved, which in turn benefits the children and the parents. Links with other settings are beginning to be established to share information about topics, activities and children's achievements.

The quality and standards of the early years provision

Children are welcomed very warmly into the childminder's home. They receive support and affection which results in them feeling confident, motivated, healthy, happy and secure. Their independence is promoted well through easy access to a very wide range of resources. The childminder uses her good knowledge and understanding of child development to formally plan interesting activities both indoors and out. She treats children with equal concern, respecting their individuality and meeting their needs. Children learn about how festivals from around the world are celebrated, through discussion and creative activities.

Children learn about their local area by going on outings to toddler groups and the local library where they enjoy story time sessions. They are developing a good knowledge of the importance of physical activity and fresh air when they go on these regular walks. They develop physical skills through regular play in the garden, where they ride wheeled toys and play ball games, and playing on swings and slides in the park. Children enjoy creative activities, such as gluing and painting. Also, they like doing jigsaw puzzles and looking at books and learning rhymes and songs with the childminder. They receive skilful support from the childminder to extend their play and develop their language. Some children are even learning some Greek words. Although the childminder speaks to them in English, she sometimes supplements this with some Greek words which children love to repeat. With the support of the childminder and her assistant, children are making good progress towards the early learning goals. Observations, photographs and examples of children's work are beginning to be recorded in each child's

observation and assessment records which show their next steps for learning. However, from these records, it is not always clear what progress each child is making. The childminder makes written activity plans which show she is covering all the areas of learning.

Children are cared for in a very clean, safe and secure environment, where they learn about aspects of how to keep themselves safe, indoors and outdoors, and how to identify potential hazards. For example, the childminder helps them to learn about road safety when they are out walking. Routines, like regular hand washing before eating, are in place to help the children learn about health and hygiene. The childminder has attended first aid training, therefore, she is aware of how to care for children in the event of an accident. Children learn about healthy eating through discussion while eating their meals and snacks with the childminder. The minded children behave well, are learning to share, and show good manners. The childminder follows her policy on behaviour management using positive strategies, such as praising the children when they behave well.

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