

Inspection report for early years provision

Unique reference number	EY221259
Inspection date	28/04/2009
Inspector	Jill Nugent
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 registered in 2002 and is a member of the National Childminding Association. She lives with her husband and two adult children in a house in Edmonton in the London borough of Enfield. Access to the house is at ground level directly from the driveway. The whole of the house is used for childminding and there is a secure garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight at any one time, including three in the early years age group, or when working with an assistant, four children in the early years age group. Currently she is minding three children, all of whom are in the early years age group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a welcoming and inclusive service where children learn effectively through their play. They make good progress in developing new skills, becoming active and confident learners. Most of the required documentation is in place and provides a good framework for promoting children's welfare. The childminder is proactive in increasing her knowledge and understanding of childcare in order to improve the outcomes for all children, although procedures for evaluating her practice are not yet fully established.

What steps need to be taken to improve provision further?

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

- develop the process of self-evaluation in order to encourage reflective practice and further improve the provision for all children.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the aspects of the environment that are checked regularly as part of risk assessment procedures and introduce a fire log book (Suitable premises, environment and equipment).

05/06/2009

The leadership and management of the early years provision

The childminder has collated a set of written policies which clearly reflect her practice and provide useful information about her provision for children. Her documentation is well organised into individual files and this system is particularly

useful for sharing information confidentially with parents. She has a good understanding of child protection issues and ensures that children are always safeguarded. She liaises closely with all parents, requesting details of children's individual needs and exchanging information daily in conversation. Parents are able to view her written observations on their children's development and in this way become involved in their children's learning.

The childminder is committed to continually improving her practice and has put much effort into developing her childcare provision since her last inspection. She has attended numerous training courses, including various courses in learning and development, and equal opportunities. She attends workshops to help support children in the different learning areas, for example, in relation to physical development, she gains ideas for organising indoor movement sessions. However, she is not using self-evaluation effectively to reflect on her overall practice and highlight areas for further improvement.

Children feel valued as individuals because the childminder works closely with her husband as an assistant, enabling children to benefit from individual attention. Consequently, children are very happy in the setting and have much fun. They develop close relationships with both adults and show a real sense of belonging in their home. Children are encouraged to respect others in the group and also to learn about a wider society. They find out about different cultures and religions as they celebrate festivals throughout the year.

The quality and standards of the early years provision

The childminder provides a variety of interesting and enjoyable play activities for children. They have access to a wide range of resources, all of which are age-appropriate and maintained in good condition. Children especially enjoy exploring a selection of toys and books with the childminder as she encourages them to acquire and develop new skills. There is much laughter as children play games and participate in role play. They show much interest in finding out how things work, for example, inset puzzles and shape sorters. The childminder interacts effectively to promote and extend their learning, for example, demonstrating how to match shapes, describing puzzle pictures and praising children when they achieve. She actively enthuses and encourages children, making learning fun for them. As a result children are attentive to her and become absorbed in their play.

Children develop self-confidence and independence. They learn to make decisions as they choose activities and respond to the childminder's questions. She increases their awareness of number and shape and extends their use of language through engaging them in conversation. Her gentle approach encourages children to learn through their play in different situations. She has introduced a system for observing their progress in learning so that she can focus on their next steps and move them on individually. For example, she plans learning experiences to extend children's speaking and writing skills. There are good opportunities for children to explore creatively and to increase their physical skills. They especially enjoy drawing pictures and taking trips to the park. They learn about the outdoor environment as they look at houses, plants and animals, talking about them with

the childminder.

Children's welfare is promoted effectively through the childminder's attention to children's individual needs. She ensures that children keep safe and healthy and supervises them closely so that they become aware of their own safety. Her house is spacious and comfortable with various safety measures in place so that children can move around freely. The garden has been redesigned and now offers an attractive outdoor play facility. The childminder carries out visual checks of the premises in order to ensure potential risks are minimised, although she does not maintain a record of these checks. Neither does she have a fire log book in which to record evacuation drills so that any problems can be resolved. Children bring their own meals to the setting and therefore eat according to parents' wishes so that any particular dietary needs are met. They can rest during the day when they wish and in this way avoid becoming overtired. Children are well-behaved, learning to share with others and play harmoniously.

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?	1
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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