

Inspection report for early years provision

Unique reference number	140243
Inspection date	07/05/2009
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 1989 and is a member of the National Childminding Association. She lives with her husband and two children, one of whom is 14 years old and one adult, in a house in Tottenham. The whole of the house is used for childminding and there is a secure garden for outdoor play. Access to the house is at ground level via a short footpath from the roadway.

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 four children under eight at any one time. When working with her husband, who is also a registered childminder, she may care for a maximum of eight children under eight. Currently she is minding a total of seven children in the early years age group.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder's emphasis on meeting children's individual needs makes for an inclusive and homely setting where children develop a real sense of belonging. Her systems for promoting learning and development work successfully, enabling children to make rapid progress towards the early learning goals. Their welfare is prioritised through building relationships and maintaining strict procedures, with a particular focus on healthy living. A strong working partnership with parents contributes to the high standard of care on offer. The childminder's commitment and enthusiasm ensures that her practice is continually evaluated and improved so that the outcomes for children are exemplary.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further parents' involvement in children's learning through encouraging them to contribute to observational records.

The leadership and management of the early years provision

The childminder is highly organised and works to a daily routine that allows her to meet children's needs effectively through opportunities for play, meals and rest. Her documentation is extremely well organised so that it is secure yet easily accessible. She has clear written policies in place and makes these available to new parents so that they are well informed about her provision. She works hand-in-hand with her husband as a co-childminder and as a result children benefit from much attention and support. The childminder makes good use of her many years' experience in childcare and seeks advice from other providers. She is totally

committed to continually improving her practice and has recently completed a Level 3 National Vocational Qualification. This has helped her to reflect on her practice, setting relevant targets for the future.

The children's play area is set out in such a way as to be inviting for children and also informative for parents. There are many posters on display as well as the childminders' certificates, key policies and examples of children's artwork. The childminder liaises closely with parents, keeping them informed about their children's progress through weekly progress reports and monthly focused observation sheets. In this way parents are involved in their children's learning, enabling the childminder to provide appropriate support for each individual child. She makes herself available to talk with parents if they have any concerns and takes their views into account regarding the care of their children, for example, when a child returns to her care after a long illness. Children benefit greatly from the childminder's professional approach.

The childminder has a good understanding of safeguarding issues and strives to maintain a safe environment for children through regular risk assessing. She recognises the importance of attending courses in order to update mandatory training, such as First Aid, and also to gain new skills. She has increased her knowledge and understanding with regard to various aspects of the Early Years Foundation Stage. The childminder ensures that her practice is totally inclusive and encourages children to be aware of diversity themselves through providing a variety of multicultural resources in a 'multicultural corner' and by celebrating festivals. She monitors and evaluates her overall provision so that she is aware of her strengths and can also work on areas which she would like to improve further, such as the outdoor play provision.

The quality and standards of the early years provision

Children enjoy a wide choice of activities in a stimulating environment. They join in enthusiastically and have much fun as they explore, both independently and with others. The play room is attractively laid out in a child-friendly manner with attractive furniture and resources easily accessible at low-level. Children show much interest in the activities and are well supported in their free choice play by the childminder. For example, they explore colourful jigsaw puzzles, magnetic letters and play foods. They concentrate hard as they paint pictures, using different colours to make patterns and shapes. The childminder interacts, making comments and asking questions to extend their thinking. Through engaging children in conversation she encourages them to communicate, carefully modelling speech for those with English as a second language. A variety of technological toys and computer games help to reinforce children's learning in all areas.

The childminder follows up children's individual interests as she allows them to take the lead and make their own decisions. In this way they develop an excellent attitude towards learning, enjoying the freedom to become active learners. They move freely between the indoor and outdoor play areas and also have the opportunity for quieter play in the lounge area. The atmosphere is very relaxed and children develop close relationships with the childminder and her husband.

They make friends and develop respect for one another as the childminder reminds them to share fairly. Consequently, they are extremely happy in the setting, always involved and busy. Mealtimes provide very good opportunities for children to develop social skills. They are well-behaved and respond positively to adults' requests, learning to make a positive contribution to the group.

The childminder has a comprehensive system in place for making observational assessments of individual children's development. She writes short weekly reports which detail children's learning in general terms, for example, in early literacy and numeracy skills or in relation to their awareness of healthy lifestyles. In addition she makes focused observations, enabling her to assess their stage of development more specifically. These are used particularly effectively to move children on in their learning by identifying their next steps, planning around these and then recording their ensuing progress. Her attention to meeting children's individual needs contributes to their significant progress in learning. For instance, children are supported in building self-confidence, increasing manipulative skills and solving problems. The childminder plans to develop her observational assessment to include contributions from parents so that she can extend her support for individual children.

Children's welfare is promoted effectively through the implementation of appropriate procedures which ensure children keep safe and healthy. The childminder is attentive to good hygiene and the premises are always clean and well-maintained. There are various safety measures in place around the house and children develop an awareness of personal safety through constant reminders of the safety rules. There is a very clear evacuation plan on display and children take part in regular fire drills so that they know what to do in an emergency. The childminder is very keen that children adopt healthy lifestyles. She provides a range of healthy and nutritious meals using recipes from different cultures. Children are offered drinks and fresh fruit during the day. They especially enjoy playing in the garden where they can use a variety of equipment which helps to increase their physical skills. For example, they chase each other up and down the slide and negotiate space as they ride around on wheeled vehicles. They sow seeds to grow vegetable plants, increasing their awareness of different foods.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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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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