

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY251902        |
| <b>Inspection date</b>         | 20/10/2009      |
| <b>Inspector</b>               | Caren Carpenter |

|                        |             |
|------------------------|-------------|
| <b>Type of setting</b> | Childminder |
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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## Description of the childminding

The childminder was registered in June 2003. She lives with her husband and two school aged children in a four bedroom house within the London borough of Barnet.

Children have access to a separate play room, kitchen/diner and a utility room. There is a secure garden for outdoor play. The childminder works with other registered childminders and together they provide care from 9:00am to 12:00pm five days a week during term times. There are no steps to access the premises.

The childminder is registered to care for a maximum of three children in the early years age group, of these, not more than one may be under one year at any one time. When working with one other childminder at the above premises, the childminder is registered to care for a maximum of six children in the early years age group and of these, not more than two may be under one year at any one time. When working with two other childminders at the above premises, the childminder is registered for a maximum of nine children in the early years age group and of these, not more than three may be under one year at any one time. The childminder is currently caring for 14 children in the early years age group, children attend a variety of sessions. The childminder is registered on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a stimulating, caring and inclusive environment where their individuality is respected and valued. Partnership with parents is outstanding. Successful relationships with parents ensure that the childminder is fully aware of children's individual needs which she meets very well. The childminder has a clear understanding of the Early Years Foundation Stage and how to implement it effectively to ensure children make good progress in all areas of learning. The childminder evaluates her practice well and is able to identify suitable areas for future development to support continuous improvement.

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

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

- use observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development
- involve parents more effectively in assessing children's starting points

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

Children's welfare is safeguarded extremely well, as the childminder, her assistant co-childminders and her household members have had suitable checks completed. The childminder and her assistant co-childminders have a good understanding of safeguarding, which ensures that children are well protected from harm and neglect. She has all the information in place to report any concerns and is familiar with the Local Safeguarding Children Board procedures.

Detailed written risk assessments are in place for all areas of the home to promote children's safety. All essential records are in place, readily available, well organised and stored securely to protect confidentiality. Consequently, children are thoroughly protected. Play opportunities are enhanced as resources and space are used very well at the childminder's home. All the children have easy access to a range of good quality, sustainable toys and resources. This encourages them to make choices and contributes to the good progress they make in their learning.

The childminder has a strong commitment to the ongoing development of her childcare service through self-evaluation and monitoring, and is able to accurately identify strengths and areas for improvement in the service she offers. The childminder shows a positive attitude towards her career; she is motivated and committed to developing her practice to promote outcomes for children. She has fully addressed the recommendations raised at the previous inspection, this helps to further safeguard children.

Partnership with parents is outstanding. Very effective parental involvement is highly beneficial to the continuity of care that the children receive. The childminder has effective systems in place to ensure that parents make the right decision so that their children receive high quality care that meets their individual needs successfully. For example, potential parents are provided with excellent opportunities to visit the childminder's home with the children to view and observe the childminder's practice. The childminder recognises that it is sometimes hard for children to separate from their parents and although most children adapt to new environments quickly, it is extremely important that she works effectively with parents to help their children with the transition period with care and understanding. In addition, new parents are actively encouraged to take photographs of their children participating in activities during their visit to the childminder's home. Parents use the photographs as a gentle reminder of their time at the childminder's home to help their children settle successfully in the childminder's care. Parents are provided with extremely good quality information about the setting, such as settling children in, play and activities and the daily routine.

The childminder provides parents with daily feed back about their children's daily routine and keeps them extremely well informed of their children's progress and recent experiences. However, the childminder is not yet involving parents in assessing their children's capabilities and starting points to plan for their learning and development. Parents have very positive views of the childminder and the

service she provides. They describe her as 'outstanding, very committed, warm, their children receive the best care' and say they highly recommend her.

The childminder offers an inclusive service and welcomes all children into her care. The childminder is able to explain sufficiently well how links will be formed with others as required to support children's learning and development. For example, children with special educational needs and/or disability, she would adapt the environment and activities to meet the specific needs of the children and where necessary she would seek assistance from other professional agencies. Children are beginning to develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a wide range of activities and resources which increases their understanding and knowledge of the wider world.

## **The quality and standards of the early years provision and outcomes for children**

The childminder and her assistant co-childminders have a good understanding of the Early Years Foundation Stage and use it well to inform their practices. Children are able to learn at their own level and pace and their progress towards the early learning goals is good. The childminder provides a wide range of balanced and varied activities which is challenging and exciting that cover all areas of learning. They are planned and available to children to fully promote their all-round learning and enjoyment. Children's ability and involvement participating in a stimulating range of play and learning experiences is observed and recorded. However, information gained from observations is not used to move children on to the next stage in their learning.

Good use of the environment supports children's learning. For example, there is a wide range of books available, which are clearly enjoyed by the children both independently and with the childminders. Children enjoy singing simple nursery rhymes and are able to develop their communication and language skills identifying different animals and the sounds they make. Children are developing their early writing skills using a range of writing materials, such as chalk, crayons and paper. Children have good opportunities to develop their problem solving skills and to nurture their knowledge of shapes and numbers. These are provided through every day experiences. For example, they complete simple jig saw puzzles and are learning to identify shapes, such as triangle, circle, square as well as learning about colours. They enjoy counting the numbers of pieces of bananas and raisins on their plates. Children use programmable toys to explore and investigate how things work. These good play experiences enable children to develop skills necessary to their future success.

Children are making good progress in their creative development. For example, they enjoy a range of creative activities such as play dough, painting, gluing and sticking. In addition, they have very good opportunities to participate in weekly guitar music and movement sessions and enjoy playing their musical instruments.

Relationships are good. Children receive good support from the childminder so they feel safe and secure. They learn to behave acceptably and begin to

understand right from wrong through the sensitive guidance they receive from the childminder and her assistant co-childminders and the clear boundaries she puts in place.

Children learn about making healthy choices, and gain good social skills when eating together with the childminder as they talk about the food they are eating. Children enjoy eating appetising and nutritious snacks, such as fresh fruits, raisins, bread sticks and rice cakes. In addition, they are offered fresh drinking water when they are thirsty. Daily access to outdoors and fresh air encourages the children to be active and teaches them that exercise is fun, fully promoting their health and well-being. Children have access to a range of equipment, both large and small, to support and extend their physical skills very well. They are learning good personal hygiene through consistent, thorough routines and positive role modelling. This enhances children's understanding of how to help stop germs spreading and keep themselves well and healthy. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

Children's knowledge about personal safety is encouraged by gentle reminders to pick up the toys so they do not trip and regular fire drill practices. This positively contributes to children developing a sense of danger and how to keep themselves safe.

## 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*

### The overall effectiveness of the early years provision

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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