

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY235058
<b>Inspection date</b>	18/11/2009
<b>Inspector</b>	Gulnaz Hassan
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder has been registered since 2003. She lives with her three children in a three bedroom house in the London borough of Haringey. The whole of the ground floor is used for childminding. A fully enclosed garden is available for outside play. The childminder is registered to care for a maximum of three children under eight years, of whom no more than one may be under one year. She is currently minding one child in the early years age group.

The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is a member of the National Childminding Association. The family have a pet dog.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder has an appropriate knowledge and understanding of children's individual needs and she has established good systems for planning children's progress under the Early Years Foundation Stage (EYFS). The childminder has established mostly effective safeguarding systems and procedures. She has implemented an effective system for self-evaluation in order to identify aspects of her provision that she would like to develop. This includes further training and reading relevant literature. This provides a good basis for her commitment to continuous improvement.

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

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

- keep a record of risk assessments for each type of outing (Documentation) 03/12/2009

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

- develop systems to ensure that parents contribute information about their children's learning, interests and development and use this information to extend and promote children's learning

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

The childminder has a good understanding of child protection and of most of her safeguarding responsibilities. The childminder carries out rigorous risk assessments inside the home and for her pet dog, outdoor play equipment and car. However, although identified as required in her self-evaluation, risk assessments for outings

and visits have not yet been included.

The childminder has a good system in place for evaluating and reflecting on her service and practice. She has clearly identified her knowledge and understanding of the EYFS and what she does well. She has also identified areas for improvement, such as the risk assessment for outings and the further involvement of parents in children's learning. The childminder has met previous recommendations well and these have led to significant improvements in practice and good outcomes for children.

Parents are valued as partners and they demonstrate that they are confident in the childminder's ability to meet the needs of their children. Regular verbal exchange of information about children's activities and care is achieved on a daily basis. However, in-depth information about children's starting points and continued information from parents about children's learning and interests is not fully obtained. This has an impact on the involvement of parents in their children's learning. The childminder has established good links with other settings which children attend. This enables her to promote continuity of care for children effectively.

Children access a wide and varied range of age-appropriate equipment, outdoor apparatus and play resources which additionally reflect their backgrounds and the community in which they live. Furthermore, resources are stored at child level and in accessible containers so that children have easy access to them so that they make independent choices to develop their play.

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

Children's care and learning is appropriately supported because the childminder has a good knowledge of the EYFS learning requirements. Children enjoy their time in the childminder's care. She has created a calm and welcoming environment and provides children with sensitive and age-appropriate support. The childminder has recently established a system for observation and assessment. This is used effectively to support children's progress and to plan for their next steps. The childminder focuses on providing good opportunities for children to play and learn according to their individual needs and interests. For example, they enjoy looking at books, singing nursery rhymes and visiting the park. During play, the childminder supports children effectively, helping them to learn new words, extend their understanding and vocabulary, and mark make with a variety of resources such as pencils and paint. Children's physical skills are supported well when they play ball games and climb and jump, for instance, on the trampoline in the garden. Children visit local parks and play areas to support their good health and well-being.

The childminder has a suitable understanding of promoting diversity and of meeting the individual needs of children in relation to their linguistic, cultural and religious backgrounds. Children's understanding of the society in which they live is beginning to develop through the religious and cultural celebrations that they learn

about, such as Chinese New Year, Eid and Diwali. Furthermore, good selections of resources are available to provide discussion points and to develop children's understanding about diversity, disability and special educational needs.

The childminder demonstrates that she provides children with sensitive age-appropriate support to enable them to understand how to keep themselves safe from harm. Children enjoy healthy meals and the childminder effectively reinforces parental dietary requests. Children have built a close and loving relationship with the childminder. As a result, they are settled, secure and confident and they involve her in their play. Children's self-esteem is further increased as the childminder uses appropriate praise and encouragement to promote effective management of behaviour.

## 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

<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

<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	3
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	3

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<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	3
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

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