

Inspection report for early years provision

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Inspection date	03/12/2009
Inspector	Jill Nugent
Type of setting	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
W: 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).

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 registered in 2003. She lives with her husband and two children, aged 13 and 10, in a house in Bush Hill Park in the London borough of Enfield. Access to the house is at ground level. The whole of the property 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 may care for a maximum of six children, of whom three may be in the early years age group at any one time. Currently she is minding three children, all of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming and inclusive service. Children enjoy a bright, spacious play environment and are encouraged, through the childminder's interaction, to make good progress in their learning. They are cared for in safe and hygienic surroundings. The childminder works closely with parents to ensure children's individual needs are met. She maintains the capacity to continually improve her practice through seeking opportunities for further training in childcare.

What steps need to be taken to improve provision further?

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

- develop further the system of observational assessment in order to show children's progress in all areas of learning and ensure that individual learning needs are met effectively
- develop the use of self-evaluation to encourage reflective practice and highlight aspects of the childcare practice requiring further improvement.

The effectiveness of leadership and management of the early years provision

The childminder is well organised and her paperwork provides a good framework for her childcare provision. All the required documentation is in place and her records are well maintained. She has a good understanding of safeguarding issues. She has attended training in child protection and knows what to do if she has any concerns. Her first aid qualification is renewed when necessary and she keeps up to date with health issues. She has carried out a thorough risk assessment of the property noting the actions taken to minimise any potential hazards. Her house and garden are checked regularly to ensure that children keep safe on the premises.

The childminder makes good use of the available space to offer children a stimulating play environment. There is easy access to a selection of resources and these include toys and books that are suitable for children of different ages. The childminder supports children well, joining in their play so that they develop a sense of belonging. She ensures that all children feel included and responds to their individual care needs effectively. The childminder has a close working partnership with parents and provides clear information about her provision for children. She exchanges information daily with parents, both in conversation and written diaries. In addition she liaises with other providers, such as nurseries, so that children benefit from a consistent approach to their learning and development.

The childminder reflects on her practice so that she can continually improve the outcomes for children. Since her previous inspection she has developed the range of creative activities on offer and increased the opportunities for outdoor play. She attends training courses to develop her own knowledge and understanding of childcare, thereby keeping up to date with new ideas. She has attended a variety of courses linked to the Early Years Foundation Stage to ensure that she meets all requirements and maintains the quality of her provision. However, she has not yet established an effective system of self-evaluation which enables her to reflect on all aspects of her childcare practice and prioritise areas for further improvement.

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

Children enjoy a variety of play activities in a relaxed environment. They move around freely and confidently, making independent choices and building relationships with others. The childminder enhances their play by interacting with children, asking questions and suggesting ideas. For example, children like to play imaginatively with dolls and play foods. They have fun building models with bricks and knocking them over. The childminder takes opportunities to promote their learning as they play, for instance, talking about shapes and sizes and challenging children to use resources in different ways. Children develop good communication skills as the childminder supports them in their use of language, for example, helping them to use words for describing. She extends their numeracy and problem solving skills as they take part in organised table-top games. Children benefit from opportunities to explore mark-making and different materials as they create pictures and models.

The childminder has introduced a system of observational assessment and notes her observations alongside photographs to create learning journey books for individual children. In this way she can move children on in their learning, for example, by introducing different resources for children to explore or repeating activities using different equipment. However, the system is not yet fully established so that the childminder can ensure children make progress in all six areas of learning. Children show much interest in the play activities on offer, often becoming absorbed in independent play. They learn to enjoy books and they find out about the natural environment on visits to the park. The childminder has collected a wide range of resources that reflect diversity in society and organises

activities based on religious and cultural festivals. As a result children learn about a wider world and gain respect for others.

The childminder promotes children's welfare effectively. She has various safety measures in place around the house, helping children to feel safe and secure in her care. Children gain self-confidence and an awareness of personal safety. They learn to adopt good hygiene practices as the childminder is very attentive to matters of hygiene and health. She offers a healthy, balanced menu and liaises with parents if children bring their own meals to ensure that these are nutritious and healthy. Children are well-behaved and learn to make a positive contribution to the setting by keeping the resources tidy. A set of rules is on display for older children to see and the childminder encourages children to negotiate with each other if disputes arise. Her calm approach contributes to a very relaxed and happy atmosphere.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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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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