

Inspection report for early years provision

Unique reference number	EY399054
Inspection date	25/01/2010
Inspector	Anahita Aderianwalla
Type of setting	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 0300 123 1231, or email 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: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: 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 was registered in 2009. She lives in the East Finchley area which is in the London borough of Barnet. The whole of the ground floor and two rooms on the first floor of the childminder's house is used for childminding. Access to the provision is via the ground floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children in the early years range. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

The childminder will walk to local schools to take and collect children. She will attend local toddler groups and takes children to the library and the park.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an extremely warm and caring environment for children. Children make very good progress in their learning and development through the childminder's in-depth knowledge and understanding of them. This creates a thoroughly inclusive environment where children's individual needs and welfare are met in full. There are successful partnerships with parents and other providers which ensure that children receive good quality and consistent care and education. The childminder has systems in place to self-evaluate her practice, which results in improving the service she offers.

What steps need to be taken to improve provision further?

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

- Further develop the assessments arrangements to include starting points and developmental needs.

The effectiveness of leadership and management of the early years provision

The childminder maintains all the required records and documentation needed for the safe and effective individual care and learning of all the children. All areas of the home are safe for the children's use and furniture and equipment is well maintained. Risk assessments are completed well and include monitoring access to the premises to ensure the children are unable to leave the premises unaccompanied. The children's safety is further promoted as the childminder has a

clear understanding of how to safeguard the children; for example, she knows how to record and report any concerns.

The childminder reflects positively on the service she provides and identifies training opportunities which enable her to keep up-to-date with current childcare practice. For example, the Early Years Foundation Stage. She has just begun to establish a system to identify strengths and weaknesses of all areas of her provision.

Partnerships with parents are professionally managed and information is given and received during settling in periods and verbally each day. Additional details are available in policies and procedures and information regarding her registration is clearly displayed. The childminder takes and collects children from the local nursery school and has strong links with teaching staff and parents. She complements the Early Years Foundation Stage which the children receive elsewhere, ensuring that the children receive continuity of care and learning.

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

The children are extremely well behaved, well mannered and polite. They interact well with their peers and adults, showing care and concern and a willingness to help and work in cooperation. For example, children admire each others creations and enjoy cutting and making play dough sea life creatures, with a variety of moulds, different shaped scissors and rolling pins. They have a very good relationship with the childminder, chatting and laughing in a relaxed home environment.

The childminder is proactive in planning exciting and interesting activities for the children and uses all her knowledge and resources to help the children achieve their goals. She uses the Early Years Foundation Stage framework guidance to help her plan and includes children's interests, topic work, such as, 'people who help us' and 'dinosaurs'. The planning is beginning to be linked to the early learning goals and she works together with the children and parents to provide stimulating play situations. Children's progress is monitored through observing and assessing the children, on how each activity has been accessed and enjoyed.

Children are able to freely choose from a wide range of age appropriate resources and photographic evidence of children playing in various different situations shows their enjoyment. For example, children have numerous dinosaur pictures displayed on the walls. The childminder has a verbal discussion with new parents and information on the children's starting points. However, not enough developmental information is included. As a result, the initial planning for settling children is not maximised enough to help her provide activities that meet their stages of development. There is very good interaction between the childminder and the children. She meets their individual needs well and children are happy and content in her care. Children are encouraged to share, take turns, be kind to each other and follow the house rules.

The childminder promotes children's creativity through an extensive range of well planned activities. Children are beginning to learn about the wider world and other cultures through stories, discussions and walks around the local environment. Communication and language is fostered positively and younger children are beginning to find their voice by shouting and gurgling. Older children have access to books, language games, role play and they talk and socialise with each other. There are displays of books and children's work, with suitable language to describe things, name tags with pictures and children are beginning to recognise familiar letters and their names. There is a supply of varying construction to encourage problem solving. They access jigsaws and games and work out how to use junk for models. They look at mixing colours with play dough and talk confidently about shapes, size and patterns and are able to count up to 10. Consequently, the children explore and investigate their environment with eagerness and interest, becoming immersed, engaged and ready to participate.

The children are confident and independent and develop an excellent understanding of being healthy. For example, they talk about the importance of brushing teeth and looking after their bodies. Additionally, the children have good opportunities to be physically active, enjoying the fresh air during outdoor play in local parks. They develop a good understanding of safety and make a positive contribution during emergency evacuations and can describe how they cross roads and listen for traffic. The children use a range of resources which reflect a positive image of race, gender and disability, such as books and role play items. Their parents receive good information about the children's care and development and close working partnerships ensure a consistent approach toward their welfare and progress.

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

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

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

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met