

Inspection report for early years provision

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| Unique reference number | 402689 |
| Inspection date | 13/05/2010 |
| Inspector | Gulnaz Hassan |
| Type of setting | Childminder |

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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.

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Description of the childminding

The childminder was registered in 2001. She lives with her husband, three children and two adult relations. They live in a four bedroom house in the London borough of Haringey. The ground floor of the childminder's home, which includes the living room, kitchen and one bedroom, is used for childminding purposes. A small enclosed garden is available for outdoor play.

The childminder is registered to look after five children under eight years, including two children in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children in the early years age group on roll. The childminder is a member of the National Childminding Association and she is a member of a childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes many aspects of the Early Years Foundation Stage framework requirements within the suitable and inclusive environment and many aspects of diversity are reflected well. She knows the children well and as a result they are happy, secure and settled. She develops positive relationships with parents, which contribute well to children's welfare and learning needs being met. The childminder has completed a level 3 childcare qualification since the last inspection. She has met recommendations set at her last inspection well. This is conducive to supporting continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the systems for evaluating and planning children's individual progress towards the early learning goals, including next steps for their development
- develop systems to obtain information from parents about their children's activities and interests and ensure these are used effectively to extend children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder has a good understanding of the indicators of abuse and procedures to be followed should she have a concern. A clear safeguarding policy is in place and shared with parents. The risk of accidents indoors and on outings are minimised as the childminder carries out daily checks. In addition, extensive and detailed risk assessments, for the premises and for

outings, are in place to further support children's health and safety. A current first aid certificate is held by the childminder and she obtains written consent from parents to seek emergency medical treatment. This ensures that she could deal with an emergency quickly and appropriately. All documentation required to promote the safe and effective management of the setting is in place, fully inclusive, appropriately organised and stored to promote confidentiality. For example, children's details, medication and accident records are readily available and the attendance register is accurately maintained in line with requirements. The childminder has good knowledge and understanding of the Early Years Foundation Stage to ensure that she is effective in meeting the needs of children.

The childminder has met the recommendation set out at the last inspection. She has a suitable system in place to monitor and evaluate her service, this ensures that all aspects of children's care and learning are continually monitored. For instance, the childminder had identified areas for improvement required in the systems for observing and assessing children's learning and in working with parents to further promote their learning. The childminder has completed a level 3 qualification in early years and she has attended a number of courses, including training in special educational needs and in managing behaviour.

The childminder obtains information from parents about children's backgrounds, culture and language and uses this well to support children's individual needs and self-identity. She promotes inclusive practice well with children having opportunities to play with the good selection of resources available. Planning reflects the uniqueness of the child and takes into account their emotional and behavioural needs and starting points. Children are learning about aspects of diversity, such as about different religions and disabilities. Resources, such as posters and play materials, reflect different cultures and ethnic groups and these further promote an understanding and respect for diversity. The childminder has a good range of resources and equipment; these are fully accessible to all children and meet their needs well.

Suitable procedures are in place to work with parents. Parents are suitably involved in their children's learning and development with the childminder; parents have access to children's observations and activity and development profiles. Information exchanged by parents about children's activities and interests, for instance that take place during the weekend, are not as yet fully utilised by the childminder to complement and extend children's learning and development further. Parents comment that they are very happy with the childminder; they appreciate the care and range of activities that their children participate in. The childminder has developed good links with the other settings that offer the Early Years Foundation Stage to the children in her care. As a result, she is able to maintain continuity in children's learning and development between the settings.

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

Children benefit from the childminder's good knowledge and understanding of the Early Years Foundation Stage framework. She plans a broad range of interesting

activities and experiences for children, which support them to make good progress in their learning and development. Activities are sensitively tailored to meet the individual needs of children, including their personal, social and emotional needs. Their progress is currently monitored soundly through a recently established system of observations and assessments. Suitable planning is also in place, although at times this does not include information about the learning and teaching intentions and the next steps in children's learning are not always consistently indicated. Children have access to a good variety of age-appropriate resources from which to choose. All areas of learning are well promoted. Children learn the words to new songs, listen to favourite stories and enjoy mark making. Children also enjoy dressing up, number and letter games and even the youngest children enjoy operating mini lap tops. Children enjoy a range of creative activities, such as painting, cooking and making play dough. Children help to prepare their tea time snacks and help the childminder to look after the vegetable patch in the garden.

Children engage very well with the childminder and they enjoy her company. The childminder supports children's emotional development very effectively during life changing family events. Children have good opportunities to develop physical skills and enjoy activities in the fresh air when they visit the park and local activity groups for the development of physical skills. There are suitable opportunities in place for children to develop an understanding of diversity; for instance, through planned experiences that encourage children to value and develop an understanding of their own and other cultures, religions and backgrounds.

Children are cared for in a safe, secure and caring environment. This helps them to develop skills for their future learning and education. They are developing positive hygiene practices which are instilled into their daily routines along with the emphasis on promoting healthy eating and exercise. Children are encouraged to play safely and they learn about how to avoid accidents within the home and when going out. Children's behaviour is patiently and consistently managed and positive behaviour is actively encouraged. Constant praise and encouragement from the childminder helps to develop children's self-esteem and confidence. The childminder provides consistent encouragement and praise to confirm children's achievements and 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

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| 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

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| 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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| 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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| 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

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| 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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