

Inspection report for early years provision

Unique reference number	EY394573
Inspection date	17/05/2010
Inspector	Jill Nugent
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.

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 2009. She is a member of the National Childminding Association. She lives with her three children, aged 10, eight and three, in a house in Edmonton in the London Borough of Enfield. Access to the house is at ground level. The whole of the house 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 is registered to care for a maximum of four children under eight, of whom two may be in the early years age group, at any one time. Currently she is minding five children, of whom four are in the early years age group, and one is on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers an inclusive and child-friendly setting. She promotes children's welfare and learning effectively. Children are well supported and acquire new skills as they learn through play. The childminder engages effectively with parents, ensuring that children benefit from a close working partnership. She maintains a good capacity to improve her practice through further training and ongoing development.

What steps need to be taken to improve provision further?

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

- ensure that written parental permission is obtained for each type of outing that children take part in and a full risk assessment of each outing is carried out
- consider different ways of using the garden so that children can enjoy a wider range of outdoor play activities.

The effectiveness of leadership and management of the early years provision

The childminder is very well organised and her documentation provides a good framework for her practice. She has appropriate procedures in place to ensure that children are safeguarded whilst in her care. She knows what to do if she has any concerns relating to child protection. She has carried out a detailed risk assessment of her house and garden, showing the actions she takes to keep children safe. She carried out a risk assessment for a particular type of outing, and obtained written parental permission for children to take part in the outing. However, she has not risk assessed every type of outing that children take part in, or obtained permission for them to do so.

The childminder has completed the required childcare training and also attended training in various aspects of the Early Years Foundation Stage. She uses self-evaluation effectively to reflect on her practice and continually works towards improving the outcomes for children. Since registering as a childminder she has extended her range of resources and developed a system of observational assessment to monitor children's progress. She is keen to attend further training in order to increase her knowledge and understanding of childcare.

The childminder makes good use of her living room to provide a comfortable and stimulating play environment for children. They have easy access to books and toys which are stored in labelled containers around the room. Her resources are attractive and suitable for children of different ages. The childminder supports children well, responding to their interests and prioritising their well-being. She ensures that children feel valued and included by having a well-balanced daily routine, which gives her the flexibility to spend time with individual children. In this way she meets the needs of all children effectively.

The childminder has a good working partnership with parents. They are pleased with the care and learning opportunities she provides for their children and particularly appreciate her flexible approach. They receive daily feedback in the form of written diary sheets and she exchanges information verbally with parents so that they are involved in their children's learning. The childminder liaises closely with parents regarding children's needs, for example, their diet, taking parents' wishes into account. She is aware of the need to work with other providers to support children's learning and development.

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

The childminder organises a variety of activities for children which encourage them to learn through play. Children enjoy free play, exploring toys both independently and with the support of the childminder. She helps children to feel relaxed and secure as she sits with them, talking and singing. Children are encouraged to develop their communication and physical skills as they use their senses to investigate objects and materials. For example, they explore musical toys, torches and coloured rice. The childminder encourages children in their acquisition of problem solving skills. Children benefit from visits to the library, and a children's centre, which offer alternative learning experiences. They enjoy opportunities to be imaginative and creative, especially in role play. Children learn about different cultures and religions as they use dressing up clothes and books which reflect diversity.

The childminder has a good understanding of the developmental stages of the Early Years Foundation Stage and interacts with children to extend their learning. She uses her system of observational assessment well to assess children's stage of development and work out their next steps of learning, including these in future planned activities. As a result children's learning is focused appropriately and they make good progress towards the early learning goals. The childminder works

towards a balance of adult-led and free-choice activities, both indoors and outdoors. Children enjoy access to various outdoor play resources in the garden, such as a sand pit and 'market stall'. They move freely around indoors, travelling in different ways as they gain body awareness. However, the childminder does not maximise opportunities to use her garden to encourage children to participate in activities outdoors.

Children develop close relationships with the childminder and are happy in the setting. She supervises them well and regularly talks with them about how to keep safe in different situations. She has appropriate procedures in place for managing children's behaviour, dealing with children firmly but fairly so that they understand the safety rules. The childminder is attentive to good hygiene practice and ensures that children rest, or sleep, according to their needs to avoid becoming overtired. She provides healthy and nutritious meals, including fresh vegetables, and takes into account children's likes and dislikes. They enjoy the provision of fresh fruit at breakfast time every day. Children settle quickly into the childminder's care, making friends with others and developing a sense of belonging.

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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