

## Inspection report for early years provision

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<b>Unique reference number</b>	140298
<b>Inspection date</b>	11/10/2010
<b>Inspector</b>	Siobhan O'Callaghan
<b>Type of setting</b>	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 1990. She lives with her adult daughter in the family home which is situated in Crouch End, North London. The home is close to local shops and schools. The children have access to the lounge, a separate sleep room/playroom and a kitchen/dining area. There is a fully enclosed front and back garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of three children under five years at any one time, of these, not more than one may be under one year at any one time. She is currently caring for five children in the early years age group. One child attends full-time whilst all other children attend on a part-time basis. She 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 a warm and welcoming home environment for children, where excellent focus is given to meeting their individual needs. Children are making good progress in their learning and development as the childminder offers them a broad range of interesting activities and experiences. The outstanding partnerships that have been established with parents enables children to feel secure and receive continuous care within the provision. The childminder demonstrates a committed approach towards developing her childminding business, she continually reflects on her practice to bring about improved outcomes for children.

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

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

- develop further the organisation of resources to support all children to make independent choices about their play
- develop further assessment systems to demonstrate how these are used to inform children's next steps in their learning.

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

The childminder has developed a comprehensive range of records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage. She has implemented risk assessments for all aspects of her

home and for the outings that she enjoys with children. Consequently, children are cared for in a safe and comfortable environment. The childminder has a secure knowledge and understanding of safeguarding children procedures which she has recently updated through attendance at a training course. She shares her commitment with parents who are given a copy of her safeguarding children policy. The childminder gives due emphasis to the appropriate supervision of children and ensures that all adults living within the household undergo suitability checks.

The childminder organises a bright and stimulating learning environment for children where they can make many choices about their play. She provides them with a broad range of good quality resources which are rotated on a regular basis to provide children with variety and challenge. On the whole resources available to children are accessible, although if they wish to choose additional resources, these can only be accessed with support from the childminder as the containers are stacked up on top of each other. Therefore, some children with limited communication or who are not confident to express their wishes may not pursue their preferred choices of play.

The childminder values working in partnership with parents and outside agencies where this is necessary. She has established professional and purposeful relationships which support the children's continued care and learning within her provision. The childminder actively engages with parents to support children with severe allergies. She has embarked on specific training to support her in effectively managing emergency situations and administering life-saving medication. Parents demonstrate both through discussion and through parental questionnaires that they are very happy with the service provided. Parent's comments include: "We completely trust our childminder to look after our son and she really nurtures him" and "the childminder is an excellent carer who works hard to stimulate and develop the children as well as ensuring their safety."

The childminder's enthusiastic approach to continuous improvement means that she strives to keep her knowledge and skills up-to-date through attending ongoing childcare related courses. She is continually reflecting on her practice and looking at ways of improving her provision for children. Since her last inspection she has effectively addressed the recommendations raised and is now looking at ways to further develop aspects of her provision. Consequently children benefit from this positive and enthusiastic approach to meeting their individual needs and raising standards.

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

Children are happy and engaged within their environment as they confidently interact with the childminder and clearly thrive on the experiences offered to them. The childminder effectively plans a broad range of activities and experiences which supports them to develop skills within all areas of their learning. Good use is made of the outside play areas as the childminder promotes free-flow. For example,

children confidently move from the indoor to the outdoor environment when they want to pursue more energetic play or they wish to take their dolls for a walk in the buggy. The childminder is maintaining regular observations of children's achievements which she shares with parents. She is beginning to use this information to plan for children's next steps in their learning although this information is not always clear.

Children are developing good communication, language and literacy skills as the childminder continually converses with them and extends their growing vocabulary. Children love to share books with the childminder and proudly demonstrate their ability to make marks as they draw in the garden using chalks. Children's problem solving skills are supported through lots of games and time spent with the childminder completing puzzles. She effectively expands their knowledge and understanding of their natural world, as she engages them within planting and growing activities. Children have achieved great success with their crop which has included tomatoes, onions and potatoes. Children are developing their imaginations as they play purposefully with role play resources. They learn to respect one another's differences as the childminder presents them with a positive range of resources to promote diversity and inclusion.

Children's good health is promoted through the childminder's excellent approach to healthy eating and promoting effective personal hygiene practices with children. They are able to eat and rest comfortably as due attention is given to their individual routines. Children demonstrate that they feel safe and secure within this provision. Their self-esteem is fully promoted as they observe photographs of themselves within the home and enjoy looking at these with the childminder. Children's knowledge and understanding of safety issues are continually promoted both within their play and within their routines. For example, the children learn about the importance of playing safely and the dangers of running inside. Children are content within their environment, it is clear that they have developed warm and trusting relationships with the childminder as they approach her for cuddles and attention. Overall, children are very well behaved; the childminder is calm and patient with them as she presents them with positive role models and treats them with respect. Consequently, children are developing many valuable skills which help to set secure foundations for their future learning.

## 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	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1

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

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

<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	2
The extent to which children adopt healthy lifestyles	1
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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