

Inspection report for early years provision

Unique reference number	EY398304
Inspection date	16/10/2010
Inspector	Samantha Smith

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 first registered in 2009. She lives with her husband and two children aged six and 14 years in the London Borough of Enfield. The whole of the home is registered to childminding with the main play space in an upstairs bedroom and there is a fully enclosed garden for outside play. Access to the home is gained via one step into the home and there is also a side access to the home. The childminder is registered to care for five children under eight years three maybe in the early years age range. There are currently three children on roll from the early years age range. The childminder is a member of the National Childminding Association and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Outcomes for children are generally sound. The childminder has a sound understanding of the Early Years Foundation Stage framework and her role in supporting children's learning and development. Their individual needs are known and supported by the childminder. As a result children are making satisfactory progress in their learning. Suitable partnerships have been established with parents and there is a regular exchange of communication between them, ensuring children's care needs are met. The childminder is aware of the importance of evaluating her practice, although she has yet to put this into practice.

What steps need to be taken to improve provision further?

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

- further develop systems of observation to clearly identify next steps of learning and determine how these are linked to planning
- develop further the partnerships with parents and other Early Years Foundation Stage providers to ensure that parents are fully involved in their children's learning and ensure a fully cohesive approach
- review risk assessments to identify the regularity of checks for each aspects of the setting.
- improve settling procedures in order to support children in becoming familiar, feel confident and safe within the provision and in developing a genuine bond with the child and parents

The effectiveness of leadership and management of the early years provision

The childminder manages her setting well. There are sound procedures in place for safeguarding. All adults living in the home have completed the relevant checks, appropriate procedures in place for child protection and risk assessments are in place for the whole of the home, although not fully in line with requirements. The required written policies and procedures are in place, contributing towards the smooth running of the provision.

The childminder has organised her home well to support the needs of the children attending. There is a good range of well maintained toys and resources, which are presented well and easily accessible on child level. The childminder demonstrates a sound knowledge of the different areas of learning and ensures that she provides a balanced range of activities to support children all round development. Evidence through children's portfolios demonstrate that some form of observation and assessment is taking place, although these are not always used to plan for the next stages of learning nor are they linked to future plans and are not available for all children attending.

Sound partnerships are in place with parents; the required contracts and written agreements are in place and information is gathered from them about children's backgrounds, although it is not always clear whether this is used to make an assessment of children's starting points. There is a regular exchange of information between, however this generally about the care needs of the child and activities that they have taken part in. Consequently this impacts on parents ability to be more involved in their child's learning. Some children attending also attend other settings and although the childminder is aware of the importance of establishing effective partnerships with these settings, though she has yet to do this. There are currently no monitoring systems in place, the childminder acknowledges that there is still room for improvement.

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

Children enjoy a welcoming and relaxed environment, where they can move around freely and choose what they want to play with. Most procedures in place contribute towards the smooth running of the setting and towards children's well-being. However, although there are settling in procedures in place, these are not always practised consistently and as a result some children have difficulty settling in.

Activities provide sufficient challenge and support children's developing skills for the future. Their communication skills are supported through story times, singing and through the constant flow of conversation that the childminder shares with them. When out on walks she talks to them about what they can see around them and she uses appropriate questions to encourage their thinking and language

skills. There are sufficient resources that promote creative development; children enjoy opportunities to draw, paint and take part in role play activities as they play in the home corner pretending to make meals for the childminder.

There are regular opportunities for children to engage in physical activities as they regularly access the garden, where they use a range of equipment such as the slide, swings, trikes, water play and large wheeled toys. Resources such as puzzles, shape sorters and various construction contribute towards children's problem solving, reasoning and numeracy skills. Their health is further supported through the provision of healthy meals and snacks, which consist of vegetables, rice and chicken and a selection of fresh fruit and drinks are made freely available. Their individual routines from home are well supported as children rest and sleep according to their needs. Garden play also provides children opportunities to explore nature and other living creatures they find in the garden such as squirrels, caterpillars and butterflies. Children are well behaved and play co-operatively alongside each other. Displays of their work around the home helps them to feel a sense of belonging and feel positive about their achievements.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

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