

Inspection report for early years provision

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Inspection date	17/01/2011
Inspector	Rosemary Coburn
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 first registered in 2010. She lives with her husband and two adult daughters in the Edmonton area of the London Borough of Enfield. The ground floor is used for childminding which has a good level of access. This comprises of through lounge, kitchen, bathroom and toilet. There is a secure outdoor area. The childminder is currently registered to care for six children under eight years, of these three may be on the Early Years Register. The childminder is currently registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

There are currently two children on roll within the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes the Early Years Foundation Stage Framework within a suitably inclusive environment. Children explore and develop skills for the future through a range of well-planned activities that are appropriate for their stage of development and support them in making good progress. The childminder understands her role as the child's key person in ensuring that the uniqueness of the child is promoted. As a result, children are happy, secure and settled. The childminder works well in partnership with parents and the local authority. This contributes to children's welfare, learning and development needs being well met. The childminder has developed effective assessment systems for planning, observation and evaluation to ensure that outcomes for children are promoted, although her self evaluation systems are less rigorous.

What steps need to be taken to improve provision further?

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

- further develop systems for self evaluation which identify strengths as well as weaknesses and effectively promote outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding about child protection procedures and she knows where to make referrals. This means that children are appropriately protected. She has an up-to-date first aid certificate and obtains parental consent for outings and emergency medical treatment for all children in her care. The childminder maintains safeguarding records, for example, children's hours of attendance and records accidents appropriately. Consequently, should any accident

occur, or if she has concerns about the well-being of the child, suitable measures are taken and appropriate procedures are followed respectively. The childminder shares all her policies and procedures with parents from the outset. This means that parents are provided with a wide range of quality information about the provision.

The childminder deploys resources effectively so that children have access to a good range and depth of toys, resources, play materials and learning opportunities. A good balance of adult-led and child-initiated play experiences supports children's learning in an enabling environment where they make good progress in relation to their starting points.

The childminder has good daily routines securely in place and records children's activities and achievements during the course of their time in the setting. The childminder has developed suitable systems to share the day to day management of children's individual needs with parents, for example, she has a clear understanding of children's sleep routines and dietary requirements. This supports the uniqueness of the child and promotes equality and diversity. The childminder's systems of self evaluation identify strengths and areas for improvement. However, the evaluation of weaknesses in the provision are not sufficiently identified.

The childminder has developed good relationships with parents. All policies and procedures are shared with parents from the outset to ensure that they are well informed. Consequently, the childminder demonstrates a good understanding of the benefits of engagement with parents in order to support the needs of all children. This promotes an inclusive environment for those children who attend.

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

The childminder demonstrates a good understanding of the learning and development and welfare requirements of the Early Years Foundation Stage. She has developed effective assessment systems for observation, planning and evaluation to support children's learning. Areas of learning are built upon the child's starting points and the next steps, to support them in working towards the early learning goals. Observations and assessments to plan for the needs of the child are documented in the form of individual profile books which are linked to the areas of learning. This promotes outcomes for children. Parents are provided with clear information about their child's stage of development and they form an integral part of the child's assessment and planning cycle. Consequently, the uniqueness of the child is supported through effective partnerships with parents.

The balance of child-initiated and adult-led activities and learning opportunities supports children in exploring the environment with interest. For example, children are actively supported in developing skills for the future as they are taught to use a variety of household tools and resources. The childminder demonstrates a good understanding of the value of well organised indoor and outdoor space, effectively allowing children to move around freely and independently. Children have good

opportunities to develop in all areas of learning through opportunities for using gardening equipment, for potting plants and growing vegetables. Furthermore, children are assist in picking apples or pears from the trees in the garden which are then used for baking pies. Children are taught to use a range of tools for mixing dough and cutting cookies, and then go on to do the washing up.

Children's speaking and listening skills are developing well. For example, the childminder learns key words from the parents of children for whom English is their second language. She then plans and organises children's activities to ensure that every child receives enjoyable and challenging learning and development opportunities. This means that the childminder provides an equitable and inclusive provision for all children and families from different backgrounds and there are suitable systems in place to enable parents and carers to be involved in children's development. Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities. For example, young children are taught to understand numbers as they engage in activities such as weighing rice and counting blocks and everyday objects up to the number 10.

Children use there senses to explore and describe experiences such as tasting and smelling food, listening to music and feeling a range of textures. For example, children enjoy opportunities to develop mark making skills during messy play, with the aid of corn flour. Resources are well deployed and this assists children in making their own choices with the support of the childminder. For example, a child was about to place a fridge magnet in the mouth. The childminder gently said 'no' and replaced the magnet with a more age appropriate toy for the child to explore.

Children develop their knowledge and understanding of the world through a range of toys, resources and materials, which provides them with good opportunities to explore and investigate freely in an enabling environment. Children have good opportunities to develop an understanding of a diverse society and they learn to accept differences. This actively promotes equality and diversity as children feel good about themselves and learn to show respect for others. Children engage in a good range of physical activities that help keep them healthy, such as gardening, a ball pool and paddling pool, which both have safe access. Children enjoy nutritious snacks and know that healthy food is good for them. Regular outings to the park and local under eight provisions help children to understand that regular exercise contributes to good health.

Children benefit from playing in a spacious well-organised environment which allows them to move around independently and play safely. Effective risk assessments indoors, outdoors and on outings reduces potential hazards. This provides children with unlimited opportunities to explore their learning environment without danger. Good daily routines and suitable measures, such as regular fire drills, help children develop an awareness of safety within the setting.

Children benefit from the childminders sound knowledge of how children develop and learn. They are confident, active and are able to make themselves understood through language and actions. Planned activities help children to learn about themselves, each other and the world around them. There are suitable systems in place to support children who have special needs. The childminder manages

children's behaviour through distraction and simple explanations, helping them to learn right from wrong.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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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