

Inspection report for early years provision

Unique reference number	135814
Inspection date	04/03/2011
Inspector	Shaheen Belai
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 2000. She lives with her husband and two adult children in Ponders End, within the London borough of Enfield. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding three children in the early years age range, who attend both full-time and part-time. The childminder also provides care for one child over eight years of age after school. She is registered to work with an assistant. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets children's needs effectively as she treats each child as a unique individual, knowing their individual needs, interests and starting points well. Children thrive in a child-centred setting where they can make choices, be independent and lead their own play. Warm, positive and trusting relationships are enabling children to readily and confidently approach the childminder, helping them feel safe and reassured in the setting. The childminder uses good partnerships with parents and other settings to support the progress that children make and enhance outcomes for children. The childminder has a high capacity to maintain continuous improvement because she seeks to improve her knowledge through training, address previous recommendations successfully and acknowledge areas for improvement.

What steps need to be taken to improve provision further?

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

- extend on the current range of play resources for outdoor play to ensure children have opportunities to practice a range of physical skills
- increase the frequency of seeking parental feedback on the service provided to enable regular contribution to the self- evaluation process.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of effective practice, for example, to ensure that children are fully safeguarded. As a result all adults are vetted for

suitability, she has attended recent training in safeguarding, supervision is caring and all procedures protect children's interests. Clear, accurate records are kept as required, such as attendance records which contribute to children's safety. In addition, children play in secure premises where potential hazards are minimised through the use of effective risk assessments. Children explore freely indoors, use outdoor play space and regularly walk within the locality. This helps to build children's confidence and their ability to make decisions. Children's health and well being is promoted by the childminder as she maintains high standards of hygiene and manages accidents or illness well. The childminder explains to parents about her services through the use of a range of informative written policies and procedures. This helps the safe and efficient management of the provision which is designed to ensure that children are happy and that their needs are met.

The childminder monitors all aspects of her work very carefully. She and her assistant work well as a team in harmony, they know their roles and responsibilities well. She addresses self-evaluation well by using the Ofsted self-evaluation form and liaising regularly with her network coordinator. She considers the opinions of parents through verbal feedback and the use of parental questionnaires although the frequency of these is limited to gain regular feedback on all aspects of the service provided. Feedback from parents at the inspection is positive, speaking highly of the developmental progress their children are making and the interaction of the childminder with them to keep them informed. There have been improvements and progress made since the last inspection, as she has developed the range of resources to reflect diversity. In addition, the childminder is committed to undertaking appropriate training to update her skills and she shares expertise with a locally based childminding network. There are very positive partnerships with parents and with other settings the children attend that delivers the Early Years Foundation Stage framework. The daily sharing of information with parents, both verbally and by using daily record books ensures they are kept informed about their child's progress. The links established with local settings the children attend, contribute to individual learning being supported to a consistent level. She has a clear vision of her strengths and areas for development, which demonstrates a good capacity for maintaining improvement.

Children play in a very well-organised environment which they find interesting and stimulating. The childminder has a good understanding of the varying age needs of children and makes a range of appropriate resources available to support them. Children are engaged in a range of child-led and adult led activities which the childminder organises well. She supports children's choices, offers support and joins in to enhance their enjoyment and learning. The provision is inclusive as all children are treated as individuals who are able to build on what they can already do.

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

Children make progress as they spend time with the childminder and access a range of interesting play opportunities. The childminder has a good awareness of

children's starting points and has developed good methods of observing children to understand their progress. She collates assessment information which she shares with parents and uses to track children's progress towards the early learning goals. Assessments are also used when planning the next steps in children's learning which also take into account children's interests and personalities. Though these processes are good the childminder does not sufficiently plan a range of activities for outdoor play to promote physical skills in children's development.

Children of all ages enjoy taking a lead and making choices from the well organised low storage of resources. They decide to play with toy cars, make sand castles, play with battery operated toys that support cognitive learning and be challenged with problem solving activities. As children play they respond well to the childminder as they listen to advice and information which impacts on their knowledge and understanding. A good range of books throughout the setting, regular visits to the book library and the use of rhymes and songs support children's language development. Children show interest in computers, phones and camera's. They use books to reflect on what they see in the environment, such as insects in the garden. Children encounter mathematical ideas through practical play, such as completing a chart to indicate how much fruit and vegetables they have eaten. A range of role play equipment supports imaginative play. Various materials and tools are provided for children to explore creative play, such as flour and water mixture, collage, printing, dough and playing with cooked pasta. The children attend groups within the community throughout the week, to extend their learning and promote socialising skills.

The childminder effectively promotes all aspects of children's welfare. They experience appropriate activities and guidance which allows them to have an understanding of their own safety and that of others. They participate in regular fire evacuation drills and learn about road safety when out in the community. They are well safeguarded and take responsibility for their own behaviour as they share and learn to play alongside each other in harmony. The childminder manages behaviour very well as she supports children to resolve issues for themselves and gives positive praise for good behaviour presented.

Children enjoy a strong and trusting relationship with the childminder and her assistant, which promotes communication and positive self-esteem. Children understand about healthy lifestyles and choices as they have healthy snacks and go for walks. Children rest according to their needs, in equipment that is reflective of their development and age. Children acquire skills and abilities which are age appropriate and their progress ensures that children are prepared well for future learning needs.

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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