

## Inspection report for early years provision

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<b>Unique reference number</b>	135694
<b>Inspection date</b>	08/03/2011
<b>Inspector</b>	Shaheen Belai
<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 2003. She lives with her husband and three children; two of these are of adult age and one aged 13 years. They live in Enfield Highway, within the London borough of Enfield. The whole of the ground floor and first floor is used for childminding purposes and there is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years of age; of these three may be in the early years age range. The childminder currently has three children in the early years age range on roll, attending both full-time and part-time. She also provides care for older children before and after school. The childminder is also 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 childminder is a member of the Enfield Childminding Network and part of the National Childminding Association Children Comes First quality assurance scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and secure in the setting, because the childminder is caring and attentive, ensuring individual needs are met. The childminder provides good levels of support and actively participates in activities, helping children make good progress and achieve well. The childminder creates an enabling and inclusive environment, where she provides an excellent range of exciting, practical learning experiences during the majority of the time. Recommendations agreed at the last inspection have driven improvement in the area of safety and supporting positive self-esteem with children. Partnerships with parents and other agencies are robust; they contribute well to the continuity of care of children and improving the service being offered. The childminder demonstrates a positive attitude to self-evaluation and recognises areas to improve on as part of the process for continuous improvement.

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

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

- review how additional activities are introduced to children to ensure they are not too distracted or lose interest from existing activities they are already engaged in
- review the frequency of addressing self-evaluation and also explore parental views frequently to help inform this process.

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

The childminder has attended training in safeguarding since the last inspection and has a range of literature to guide her with any safeguarding concerns. A range of comprehensive policies and procedures promote the safe and efficient management of the setting. Detailed risk assessments of the home, outings and resources support children's safety. This ensures children play and move around safely in the home, garden and when out in the community. In addition the regular practice of fire drills with children and the monitoring of visitors further contribute to children's safety. All required documentation is in place and is well organised, this includes attendance records, accident records and details of any medication administered with prior parental written consent being in place.

The childminder has improved on the recommendation agreed at the last inspection, ensuring children are supervised at all times, developing strategies for managing children's behaviour and ensuring activities are inclusive and provide opportunities to develop self-esteem. The childminder is committed to developing her knowledge and outcomes for children. Since her last inspection she has attended a wide range of courses, for example outdoor curriculum planning, story boxes, Every Child A Talker and inclusion and diversity. In addition she has attended training to gain a recognised level three childcare qualification. The childminder works closely with her network coordinator and is part of a recognised quality assurance scheme. The childminder works closely with parents and keeps them closely informed. The childminder actively engages parents in children's learning and development, which is fully evaluated, so that next steps planning clearly identifies children's individual needs. In addition, she shares a daily journal with parents, shares information verbally and has periodic meetings with the parents to share how progress is being achieved and supported. The childminder also uses parental questionnaires to gain parental views on the service she provides, although the frequency of these is not suffice to provide regular feedback as part of self-evaluation. Partnership with other professionals and settings has been established well to support continuity of care for children. For example, children who attend pre-school settings as well as be cared by the childminder. Self-evaluation is addressed well by the childminder as she uses the Ofsted self-evaluation form and acts on the regular feedback she receives from her coordinator, although the frequency of updating information on a regular basis is not addressed to provide a consistent approach to ensuring all areas of the Early Years Foundation Stage are reflected on. The childminder has a high capacity for improvement with regards to children's learning and development and is effectively using planning tools to bridge gaps and help children make good progress towards the early learning goals. The child minder has identified future areas of development, such as working towards gaining a childcare qualification to a degree level and exploring partnership with parents further.

The childminder effectively deploys resources, so that children have easy access to a broad range of stimulating toys and play materials. The childminder has a high regard for equality and diversity, so that children enjoy inclusive play and learning experiences. A good range of resources and activities ensure children develop

positive self-identities and a positive view of others in the community.

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

Children are enjoying learning and achieve well, because the childminder provides exciting and stimulating practical experiences. She has a good understanding of the Early Years Foundation Stage. The childminder has an enthusiastic approach, actively participating in children's exploration and discovery. For example, they enjoy looking at interesting natural resources that are carefully selected for the treasure basket. This encourages the use of their senses and introduces them to a range of words to extend their vocabularies. Small, welcoming and cosy spaces have been organised to support children to feel safe to explore books on their own or in small groups. Children have ample opportunities to explore creative materials; they use a range of tools alongside to support their fine motor skills. For example children use rollers, shape cutters, glue sticks, scoops and scissors. A good range of children's work is displayed, alongside bright and colourful posters and print in a variety of languages. Resources and posters are displayed at low level - ensuring the premises are child-friendly. Children enjoy being outdoors in all weathers, they develop independence skills as they learn to put on coats and shoes when getting ready to go out. They enjoy playing with a wide range of bikes or crawling in the tunnel. Tools accessible allow children to dig the soil, find worms or participate in gardening activities. Children are developing good levels of control as they use the keyboard and mouse with the computers on offer or play music using the musical keyboard. Children's individual learning and development needs are met well, because the childminder listens attentively and observes effectively, building on children's likes, interests and learning styles. Planning is detailed and clearly identifies learning intentions and next steps, helping children make good progress towards the early learning goals. Although, there are times when the childminder introduces new activities when children are already content and occupied in interesting activities, this means children become distracted and planned outcomes of activities are not fulfilled. The childminders evaluation of activities includes outcomes for enjoying and achieving and she notes what the children enjoyed most and least, as well as what she feels they actually learnt during an activity. Spontaneous learning from a planned activity is effectively enhanced by the childminders ability to immediately identify each of the six areas of learning. Children continually ask questions and express themselves well during activities, because the childminder actively encourages lively conversation and discussion. The childminder responds well to children's thoughts, such as children expressing what books they wish to have read to them. The childminder adds learning value to activities, such as counting the steps as they come down the stairs or identifying shapes as they play with play dough. Children explore and value differences throughout their play experiences, such as celebrating festivals, visiting places of worship and engaging in cooking activities. The stimulating activities and resources on offer contribute to children having skills that prepare them for the future.

The children attend local groups and visit the book library with the childminder throughout the week, to extend and enhance their learning opportunities and to

socialise with other children. Behaviour is managed well by the childminder. The consistent and calm approach of the childminder ensures children develop an understanding of what behaviour is acceptable. Praise and recognition is consistently showered on children as they make achievements and play in harmony. Children make a positive contribution through helping with tasks and tidying toys.

Children are encouraged to adopt a healthy lifestyle through outdoor play and good personal hygiene habits, through hand washing and removing outdoor shoes, maintaining clean floor play areas. They enjoy the balanced and healthy food on offer; they know when they are hungry and settle quickly for the mealtimes. The childminder ensures mealtimes are a learning experiences as well; she supports healthy eating through discussions.

## 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	2

### 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	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

<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	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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