

Inspection report for early years provision

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Inspection date	17/02/2011
Inspector	Jennifer Devine
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 registered in 2009. She lives with her husband, one child of 15 years and two adult children in Hendon within the London borough of Barnet. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. She is currently minding one child in the early years age group. The childminder 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 good.

Children are settled and happy within the childminder's care. She shows warmth and kindness to each child and provides a secure, stimulating environment to help them grow and make good progress in their development. The childminder has a good understanding of the Early Years Foundation Stage and plans suitable exciting activities and experiences which meet each child's individual needs and interests. Most documentation is maintained, as required. She has good relationships with parents and keeps them well informed on a daily basis about their child's day. Although the childminder is in the early stages of self-evaluating her provision, she demonstrates that she has the capacity to make improvements in the service she provides. For example, she is aware of developing her observations so that they help her with the next steps for children's learning.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to ensure it is accurate and includes any assessments of risks for outings and trips
- develop observation methods so that it clearly identifies the next steps of learning and supports planning of appropriate experiences as the children grow and develop.

The effectiveness of leadership and management of the early years provision

The childminder understands the importance of safeguarding the well-being of children in her care and is aware of the child protection procedures to follow if she was concerned about a child. The childminder is aware of ensuring children's safety within the home and when outdoors. Risk assessments are undertaken for the home which ensures hazards are identified and removed. However, risk

assessments for every type of outing have not been conducted, as required.

The childminder maintains the records, policies and procedures required for the safe and efficient management of her provision. The childminder is committed to her professional development and although she has not, as yet, completed a self-evaluation; she is able to identify areas for continuous improvements. She has attended many training courses since registering; and has plans to continue her learning.

Play resources are clean and safe. Toys are stored on the floor to enable children to help themselves and so promote their independence. The environment is calm and supportive to children's learning. There is sufficient space available between two rooms to allow children to investigate and play in comfort.

Children receive appropriate and consistent care because the childminder has established effective relationships with parents. They are kept well informed about their child's day through daily verbal communication. The childminder also shares her developmental records with parents to enable them to become involved in their child's learning. Parental comments indicate they are satisfied with the care provided.

The childminder provides an inclusive service for children and families. They are well supported as the childminder is aware of children's likes, dislikes and routines through talking with parents before their child starts. The childminder organises trips out to community activities such as to toddler groups and this helps children socialise and develop an understanding of the world around them. The childminder has an awareness of the importance of embracing diversity and uses the library well to obtain resources to promote images of diversity. The childminder is aware of developing relationships and working together with the local school to support children's development and continuity of care if she is caring for this age group.

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

Children are cared for in a loving and caring environment where they feel secure to explore their surroundings. They have built up trusting relationships with the childminder and approach her during the day for reassurance and cuddles. As a result, children are happy, feel safe and are making good progress in their development.

The childminder has a good understanding of the Early Years Foundation Stage and provides stimulating and exciting toys and activities to ensure children are interested and eager to learn. There is a good balance of adult-led and child-led activities to help children develop into active and creative learners. For example, the childminder sits with the children to support them in developing their skills of building with the stacking cups. She shows them how to build them up and children love to knock them down. She then leaves the children to experiment and practise their skills. The childminder has a good awareness of providing a

stimulating environment to encourage toddlers' early communication skills. She is aware of children's non-verbal communication, being aware of their likes or dislikes. She talks all the time with the children as they play and sings frequently with them to reinforce their understanding.

The childminder has started to keep some observations, along with photographs; and links these to the six areas of learning. However, she has not developed methods of identifying and recording the next steps of learning to help with her planning of future activities and experiences to fully support children as they grow and develop. Children's behaviour is appropriate for their age and the childminder has effective strategies in place by offering lots of praise to them to promote their self-esteem.

Children are developing their physical skills as they thoroughly enjoy crawling to catch the ball as the childminder gently rolls it across the floor. They enjoy tumbling onto the cushions and develop their coordination as they crawl across them. They look in wonder and are intrigued when the childminder hands them a doll, they study the doll's face intently and point to its eyes and mouth. The childminder extends their learning by asking them to point to their eyes and mouth.

The childminder takes reasonable steps to ensure children in her care remain healthy and free from cross infection. The childminder holds a valid first aid certificate which enables her to deal with any accidents appropriately. Currently, parents provide their children's food and the childminder makes sure it is stored and reheated appropriately to ensure it remains fresh. She is aware of nutrition for children and gives advice to parents on introducing a range of new foods as young babies develop. She is aware of ensuring young children have regular snacks and drinks throughout the day. The childminder promotes good hygiene by ensuring she talks with the children about the importance of washing their hands before and after eating their meals.

Children are developing their understanding of keeping safe as they practise the fire evacuation procedures. Children learn about road safety when outdoors and babies are safely harnessed into the pushchair. The childminder ensures she talks to children about road safety and always crosses roads at safe points when out walking. Children demonstrate that they feel secure and safe in the childminder's care as they become absorbed in their play. They smile with the childminder and are confident to play on the carpeted floor to explore their surroundings, and show pleasure when she picks them up for a cuddle.

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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