

Inspection report for early years provision

Unique reference number	140247
Inspection date	14/03/2011
Inspector	Siobhan O'Callaghan
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 1998. She lives with her teenage son in the family home which is situated in the Stroud Green area of the London Borough of Haringey. The home is situated on the second floor of a block of flats, there is no lift access. All areas of the home are utilised for childminding purposes apart from her sons bedroom. The childminder does not have a garden however; she ensures that children get out everyday as they visit local parks, toddler groups and the library.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of three children under eight years at any one time, of these, not more than one may be under one year at any one time. She is currently caring for five children in the early years age group. All children attend on a part time basis. The childminder helps run a toddler group and attends local children centers. She holds a formal childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive home environment for children. She values working in partnership with parents as they work closely to ensure that children's individual care needs are met. Children are making good progress overall in their learning and development as the childminder plans a broad range of interesting activities and experiences to promote all aspects of their development. Children's welfare is supported through a secure range of policies and practices which include robust safeguarding procedures. The childminder demonstrates a commitment to improving her provision; this can be seen in her enthusiasm to extend her knowledge and skills through attending regular training opportunities and in her positive attitude towards developing further her evolving self-evaluation systems.

What steps need to be taken to improve provision further?

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

- develop further ways in which parents are supported and encouraged to contribute to their children's assessment records
- develop further self-evaluation systems so that the views of children/parents and carers are utilised to assess all aspects of the provision and therefore improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder is an experienced and qualified early years practitioner, she has developed a comprehensive range of records, policies and procedures to support the safe and efficient management of her childminding business. She has robust procedures in place to ensure that children are safeguarded from un-vetted adults. The childminder has a secure knowledge and understanding of child protection procedures; she keeps her training within this area up-to-date and shares her safeguarding policy with parents. Children are cared for in a secure and safe home environment as the childminder maintains regular risk assessments of her home and for all the outings that she embarks on with children.

The childminder organises a bright and accessible environment for children where they are able to make choices from a broad variety of good quality resources. She effectively promotes inclusive practices as she ensures that all children receive sensitive care and attention towards their individual needs. Children's home backgrounds are valued and differences are celebrated through the many cultural festivals that are explored throughout the year. The childminder values working in partnership with parents and outside professionals where this is necessary. She gathers detailed information about the children before they attend so that she can build upon their home experiences and begin to develop their existing interests. However, she is yet to develop systems whereby parents are able to contribute towards their children's ongoing assessments which will further promote an integrated approach towards both their care and learning. Nevertheless, within recent questionnaires parents demonstrate that they are very happy with the care and learning opportunities their children receive. Parents comments include 'the childminder has contributed hugely to my child's development in such a positive way, she works very hard to ensure that she is stimulated and learning all of the time' and 'trust the childminder fully and would not hesitate to recommend her to any potential parents'.

The childminder demonstrates a professional and committed approach towards continuous improvement. She has achieved an NVQ level 3 in Children's Care, Learning and Development since her last inspection, alongside attending many other valuable early years courses. She has made good progress in addressing the recommendation raised at her last inspection. For example, children now have more independence in accessing the bathroom facilities as a step has been purchased to support them to wash their hands and use the toilet independently. She has also improved children's access to drinking water which is now available at all times. The childminder is beginning to develop more formal self-evaluation systems to support her in reflecting on her practice. Although she is yet to involve both parents and children within these processes, she demonstrates a positive approach to initiating systems so that they too can be involved in suggesting ideas for future improvement.

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

Children are happy and busy as they confidently explore their environment and resources that engage their interests. It is clear that they feel a sense of belonging as they are proud to have their own special labelled coat peg to hang their belongings and to observe their art work which is displayed within the home. The childminder effectively plans a broad range of opportunities for both adult-led and child initiated activities and experiences which give due emphasis to all areas of children's learning. Planning and observations systems acknowledge children's individual interests. For example, children identified as having a particular interest in cars, are encouraged to explore these within a wide range of experiences including within their role play, painting and reading and through practical experiences such as learning about what the different road markings mean. The childminder effectively links these interests into personal safety awareness as children then learn about the green cross code and staying safe in their local environment.

Children have good opportunities to develop their physical skills as the childminder plans daily trips to the local parks and toddler groups where they can play energetically outside. They are supported to become effective communicators as the childminder spends all her time conversing with them and encourages them to express themselves. Young children love to engage within singing sessions where they are excited to mimic the nursery rhyme actions as well as learning how to count through familiar number songs. Children are developing a broad knowledge and understanding about their natural world around them as they participate in planting and growing experiences in their local children's centre. Photographs demonstrate their delight in exploring the herbs and vegetables that have been grown successfully. Children have extensive opportunities to be creative and imaginative; they play purposefully with baby dolls as the childminder gives them real nappies and wipes to use. They also enjoy drawing, painting and exploring many natural materials such as water, sand and earth.

Children's good health and overall well-being is given due focus as the childminder works closely with their parents to ensure that all aspects of their individual care needs are met. For example, children with severe allergies are safeguarded as the childminder ensures that she has their medication close at hand at all times. She works with parents in applying creams and lotions throughout the day so that children with skin conditions such as eczema are comfortable. Children are developing a good awareness of their personal safety as they engage within regular emergency evacuation drills and learn why this is important. They are practising effective personal hygiene measures as they wash their hands at appropriate times of the day and brush their teeth after meals. Children are offered nutritious and well-balanced meals to support their good health. Overall children are content within their environment, it is clear that they have developed warm and trusting relationships with the childminder as they enjoy her abundance of cuddles and positive interactions. They are developing polite and responsible behaviour as they learn from the childminder's positive role model. This in turn supports children in developing many valuable skills which help to set secure

foundations for their future learning.

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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