

## Inspection report for early years provision

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<b>Unique reference number</b>	160107
<b>Inspection date</b>	08/03/2011
<b>Inspector</b>	Samantha Smith
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder registered in 2000. She lives with her husband and two daughters aged 11 and 13 years old within the London borough of Enfield. The family have a pet cat and two rabbits.

The childminder is registered on the Early Years register and the compulsory and voluntary parts of the Childcare register. She may care for no more than five children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There is six children on roll; four are in the early years age group and attend various sessions throughout the week. The childminder walks to local schools to take and collect children and she attends the local parent/toddler group.

The childminder is a member National Childminding Association and the local childminders network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive environment. She has established effective partnerships with parents which contributes to children's individual needs being fully considered and effectively met. The childminder is proactive in driving improvement; she continually evaluates her practice and maximizes opportunities to improve outcomes for all children.

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

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

- increase opportunities for parents to contribute towards children's initial assessments
- review current systems to verify the identity of any visitors, record their names, the purpose of their visit, and details of arrival and departure times.

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

The childminder manages her provision very well. Documentation is well organised and maintained contributing towards the efficient and smooth running of her setting. Rigorous systems are in place to ensure that children are well safeguarded whilst in her care. Detailed and thorough risk assessments are systematically carried out and take account of the individual needs of all children. The childminder has an excellent knowledge of child protection procedures and knows

exactly who to inform if she has any concerns relating to child protection. She strives to provide a happy and relaxed atmosphere where all children and parents are welcome. She has a flexible approach to daily routines, taking into account the individual needs of children so that they all benefit from her individual attention, which helps them to feel valued and fully included.

The childminder demonstrates a genuine enthusiasm for her work and successfully maintains high standards. Her ongoing commitment to training and her passion for driving forward improvement to ensure better outcomes for children has significantly impacted on the quality of care provided. Effective monitoring and evaluation systems enable her to develop well targeted improvements, using feedback from parents, children and the local authority assurance scheme. For example, parents raised concerns about the sleep routines for babies and the childminder changed her routines to cater for the sleeping habits of babies and younger children.

The childminder is dedicated to ensuring that the care, learning and experiences she provides are of exceptionally good quality. She focuses on promoting children's welfare and supporting them making good progress. Meticulous observations and assessments enable her to plan a rich and challenging curriculum that takes into account children's individual interest and stages of development. Children's progress is tracked in their individual profiles and planning is based on their ideas and interests. It takes into account all areas of learning and provides a good mix of indoor, outdoor and child initiated play. This enables children to make good progress towards the early learning goals across all areas.

The childminder is committed to developing and maintaining excellent partnerships with parents and carers by making herself available to discuss their child's day, progress and observations. Parents are also provided with a daily diary detailing what their children have done each day. However, more opportunities could be made to include them in their children's learning at the beginning of their child's placement. The childminder places the promotion of equality and diversity at the heart of her work. She pays particular attention to ensuring that all children are fully considered in planning and monitoring of her provision. She enhances children's understanding of different backgrounds and needs and actively uses the information when evaluating her practice. Resources are well organised to promote opportunities for children to self-select and make independent choices, ultimately promoting inclusion.

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

Children thrive in this homely and stimulating environment, where they independently chose from a good range of toys and resources that are well suited to their needs. The home is well organised and there is an excellent balance of indoor and outdoor play. Access to activities is carefully monitored to ensure they capture children's interest and are effectively adapted to enable all children to access the full range of learning opportunities. Children enjoy themselves

immensely as they explore, discover and enjoy a range of experiences provided both indoors and out.

The childminder's comprehensive knowledge of individual children fosters a firm feeling of security and a strong sense of belonging. Their personal social and emotional development is effectively promoted ensuring that each child receives the support they need to develop the good language, communication and social skills that they need to achieve and participate fully. She uses a range of communication methods, including Makaton and visual displays to support children in expressing their needs and wants. They are encouraged to be active learners through their participation in a stimulating range of activities and through the positive encouragement and praise that they receive from the childminder. They are well supported in developing early social skills by sharing positive interactions with other children through regular visits to playgroups and visits with other childminder's.

There are excellent opportunities for children to adopt healthy lifestyles. All children have access to the outdoor play area throughout the day, which has been appropriately adapted to accommodate the needs of all children. Ensuring that they are all able to acquire and develop skills as they take part in physical activities. They are offered a wide variety of healthy and nutritious meals and snacks which include fresh fruit and vegetables, some of which are organically grown by the children in the childminder's back garden and drinking water is available throughout the day, in beakers for babies and younger children and older children are encouraged to pour their own drinks from the jugs of water provided. Children have opportunities to take part in cooking activities which helps to promote their understanding of healthy eating and include various dishes from around the world.

Babies and very young children have their care need effectively met by the childminder. They benefit from the flexible routines which allow them to play and rest according to their needs and the childminder demonstrates an excellent awareness of health and safety guidance with regards to sleeping very young children. Children take part in regular emergency evacuation practices which supports them in becoming familiar with the procedures in event of a fire and empowers them to keep themselves safe.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

<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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