

## Inspection report for early years provision

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| <b>Unique reference number</b> | 402748           |
| <b>Inspection date</b>         | 16/03/2011       |
| <b>Inspector</b>               | Catherine Greene |
| <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 has been registered since 1984. She lives with her husband in the London Borough of Haringey. They live in a two bedroom house, the areas of the childminder's home available to minded children are the living room and kitchen. The childminder is available to collect children from the local schools and attends local drop-in groups on a regular basis. There is a fully enclosed front garden. There are currently two children under five years on roll. The childminder is registered on the Early years, and the voluntary and compulsory parts of the Childcare Register to provide care for three children. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are looked after by a caring childminder within an environment that is very comfortable, clean and safe. Each child is respected as a unique individual, the childminder values working in partnership with parents and their contribution is mostly included. The childminder has the capacity to maintain continual development and systems in place to monitor improvements.

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

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

- further develop systems which encourage a two-way flow of information, knowledge and expertise between parents and practitioners, include systems for parents to review their children's progress regularly and contribute to their child's learning and development record.

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

The childminder has a sound understanding of child protection matters. She is confident about following procedures for reporting concerns. Fire detection and control equipment is in place, and regular evacuation procedures are held to ensure children are able to leave the setting safely in the event of an emergency. Visual risk assessments are conducted daily to ensure there are no obvious hazards to endanger the children. A system has been devised to record findings arising from the risk assessments and the childminder reviews them regularly, ensuring the safety of the environment for children.

Children learn to value and respect diversity within society as a range of multicultural play resources and those that reflect positive images of disability are

accessible to them. In addition, a variety of world faith festivals are acknowledged and celebrated. The childminder is skilled at using picture symbols and sign language with children who have learning difficulties or are learning English. Resources are stored in a low level toy cupboard making them easy for children to access. The childminder encourages children to think about safety in the home and put away toys when they have finished playing with them.

The childminder has completed a system for self-evaluation, she has identified areas of practice, as well as areas of the environment, that she plans to enhance for the benefit of the children and is actively working towards achieving this. The childminder uses the 'twenty questions for children' questionnaires to engage children's opinion in this process.

The childminder is extremely supportive of parent's busy schedules and will be flexible in order to support them. All relevant information about a child is shared between the childminder and the parents. Parents are able to see their child's developmental records on request although their contributions are not completely included in the record yet. Children benefit from effective partnerships with other settings, external agencies and services. The childminder shares relevant information with nurseries children attend and early years professionals to ensure that each child is supported according to their learning and development needs.

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

Children enjoy activities that enable them to make progress in all areas of development. Observations are carried out and the interests of the children identified with the next step in the learning journey tailored to the needs of the individual child. Children have good space to explore the play materials, and independently select items of their choice. The furniture and equipment in the room is very well maintained. This creates a lively, stimulating and rich learning environment to promote children's development.

Children have very good opportunities to develop skills for the future as they attend community playgroups and enjoy the additional learning experiences that the outdoors provides. When playing with friends or taking part in outings to the seaside and theme parks, children have fun and learn to respect the environment and the needs of others. The childminder takes their views into account so that she can ensure they are happy in her care. Children establish close friendships and develop a real sense of belonging as part of the family. Through her interaction, children are encouraged to become confident learners.

The childminder promotes children's emotional well-being by providing good continuity of care. She successfully provides a service that is inclusive for all children and their families through strategies, such as, obtaining detailed information about individual needs when children first begin attending her setting. Clear settling in procedures enable the childminder to get to know the children and their parents and to securely support children's individual needs and differences.

Healthy and nutritious meals that take account of the children's individual dietary needs are enjoyed by the children. Meal times in the kitchen are calm and enjoyable occasions. The childminder sits with the children around the table; this creates a social and homely atmosphere. Children have good opportunities for physical play either in the garden, or at the nearby park. The childminder encourages children to stay healthy explaining why it is important for them to wash their hands at appropriate times.

## 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

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|--|---|
| <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

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|--|---|
| <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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|--|---|
| 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

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|--|---|
| <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**

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| 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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