

## Inspection report for early years provision

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<b>Unique reference number</b>	160074
<b>Inspection date</b>	15/03/2011
<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.

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 has been registered since 1989. She operates from a three bedroom, three storey terrace house in Edmonton Green an area within the London Borough of Enfield close to local shops. The through lounge, kitchen and garden on the ground floor and the bathroom on the first floor are used for childminding purposes. She lives on the premises with her husband and one adult daughter. The childminder is registered to care for six children under eight years at any one time, she currently has three minded children on roll who are in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes children to local toddler groups, parks and libraries. The family keeps four pet cats. She is a member of National Childminding Association.

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

Overall the quality of the provision is good.

The childminder is highly experienced and has a well developed knowledge of each child's development needs. She makes sure that she successfully promotes children's learning and welfare, with parents generally involved. Children are safe and secure and enjoy learning through a range of fun and interesting activities. Partnerships with parents and other agencies are strong and on going self-evaluation supports each child very well.

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

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

- develop further information systems for parents to support areas such as healthy eating and continue to involve parents in their children's learning and development records.

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

Children are safeguarded very well because the childminder has a secure knowledge of safeguarding procedures and all household members have undergone suitability checks. All policies and procedures are in place and available to parents and the childminder attends regular training in child protection. Daily risk assessments are completed, which ensures the setting is checked for any safety hazards, all of which are recorded and monitored. All records are in place including the daily register of attendance, accident records and medication details.

The childminder is very focused on driving improvement, she is committed to her

own professional development in order to plan and run the setting with children at the forefront. Play resources support children's learning and they can make choices in their play from a varied selection, including a very good range that promotes positive images. The environment is warm and clean, spacious and bright and all areas are used by children, who know the daily routines well.

Children are supported by the childminder as she is very knowledgeable about each child ensuring their varying needs are met. Children's development plans are in place and reviewed monthly. Systems to enable parents to contribute to their children's learning record are mostly in place although their contributions are not yet included in the profile. Children who may have additional needs are supported very well. The childminder works with parents and outside agencies to support children's overall development. She has identified broadening the range of communication with parents to fully include areas such as her healthy eating policy. The childminder also has experience of liaising with external agencies and has worked very hard to establish an efficient system capable of offering other providers accurate development information about the children she is working with.

Children learn extremely well about the wider world through topic work, such as the seasons. They are currently learning about spring, when they talk about the blossom on the trees and they know and can name the different flowers they see as they walk to nursery. They celebrate a range of festivals so that they can learn about difference and respecting others, enjoying their culture and traditions.

Parents receive well written information about the setting and their child's progress. The childminder is aware of the strengths and weaknesses of her setting and puts in place development plans to make constant improvements. This supports the needs of the children very well.

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

Children learn about safety as they have real experiences including trips to the local fire station when they have opportunities to talk to the fire officers and look at the fire engines. The childminder teaches them very carefully about road safety on the walk to nursery. Children look both ways and say out loud 'its safe to cross now' they are patient and know to wait until it is very safe to cross. Children learn about being healthy as they have daily physical exercise they enjoy walking and do not complain at all on the long walk to the nursery. This is because the childminder makes every step interesting and an opportunity to learn as she talks to children and teaches them using many points of interest.

Children learn about the wider world through topic work, play resources and being part of a diverse community. They enjoy food from many different countries and share their own cultures with the childminder and her family. Photographs displayed in a collage on the childminders living room wall show all the children from diverse backgrounds who the childminder has welcomed into her home. They

learn about skills for life through varied activities, they are competent and keen to take part in role play and act out their understanding of life skills. They spend lots of time in the home corner to act out imaginary play, doing the washing in the machine, ironing and dressing up. They problem solve by matching colours and objects and talk about their experiences such as comparing a bollard that is leaning to the Tower of Pisa that they have seen on a recent trip to Italy with their family.

Children are kind and respectful to each other. They work very well in groups and on their own. As children arrive they quickly join in on the play showing that they feel very secure. They behave very well and know the boundaries aware of what is expected of them. They express themselves very confidently in the warm and loving care provided by the childminder.

## 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	1
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

<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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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