

Inspection report for early years provision

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Inspection date	14/04/2011
Inspector	Carolyn Hasler
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.

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 was registered in 1994. She lives with her husband and one teenage and two adult children in the London Borough of Barnet, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides good quality childcare and is friendly and welcoming to children and their families. Overall she has effectively introduced the Early Years Foundation Stage into her practice and meets all learning and welfare requirements. The childminder offers a fully inclusive service and is effective in supporting individual children's needs. Although, there are some areas where practice could be improved. The childminder has systems in place to monitor the effectiveness of the setting and has taken steps to improve her service since her last inspection.

What steps need to be taken to improve provision further?

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

- consider the use of a system to verify the identity of visitors to the setting during the hours of childminding
- provide more opportunities for children to use all their senses by exploring outdoor spaces and to be physically active and exuberant.

The effectiveness of leadership and management of the early years provision

The childminder is meeting regulations and duties to safeguard children and demonstrates a good knowledge of safeguarding procedures. She understands her responsibility to ensure that children are not left unsupervised with others and is able to demonstrate that she has been vetted appropriately by Ofsted. There are

effective systems in place to risk assess the premises and the childminder maintains a safe environment for children. However, safeguarding procedures could be further improved by recording visitors to the premises.

The childminder has maintained a programme of training on childcare issues and shows interest in continuing this to address areas of weakness within her practice. Since the last inspection the childminder has updated her training to incorporate equal opportunities, information and communication technology, sensory play, having fun with language, physical play, making observations, and developing story times. She continues to maintain her paediatric first aid. The childminder has effectively met recommendations raised at the previous inspection and this has improved outcomes for children. Procedures have been reviewed and updated to include contact details of the regulatory body. In addition the daily attendance record now contains information on times of children's arrival and departure. The childminder has successful procedures in place which all help her to review how effective systems work. Her self-evaluation is an accurate appraisal of the setting's effectiveness and recognises what needs to be done to secure further improvements.

The environment is welcoming; it provides quiet spaces, areas to play at floor level and low-level tables and chairs for table top games. Although there is an outside space, it is unclear how this is used to ensure that children have daily opportunities to be exuberant or to explore their senses and learning in a different way. Toys and equipment are stored at low level and are easily accessible to children. They are of good quality and well maintained. Overall the childminder understands how to use resources successfully to ensure children maximise learning. The childminder has a secure knowledge of children's starting points and follows children's learning journeys successfully through observations which are closely linked to the different areas of learning. Next steps are identified and the childminder is able to show children's progress through her profiles. Children are making good progress as a result of the environment they are in.

The childminder gets to know children well. On initial contact with parents information is collected on children's unique qualities, routines and development. This provides the childminder with an overall picture and a good knowledge of children's starting points and allows her to tailor care for individual children. This improves outcomes. The childminder appropriately and actively promotes equality and diversity. She does this in a variety of ways, including ensuring that toys and play resources build children's awareness of differences in ethnicity, culture, religion, gender, disability and special educational needs. In addition she introduces children to special events and celebrations throughout the calendar year that promote their understanding about how other people live and celebrate their lives.

The childminder has highly positive relationships with parents and carers. Parents are very well informed about all aspects of their child's achievements, well-being and development. For example, effective daily diaries, notice board information and verbal discussions on a daily basis ensure that information is shared. Any concerns about children are acknowledged and actioned. The childminder is proactive in providing parents with relevant documentation to support child

development through providing long and short term planning. She shares practical skills and inspires parents to be enthusiastic in contributing to children's achievements and development through sharing systems to record and assess progress. The relationship between the childminder and parents enriches children's learning experiences. The childminder provides tailored guidance and information about all aspects of her service. She seeks the views of parents and uses this within her self-evaluation. Parents are very happy with the service they receive and acknowledge the good work that the childminder achieves. The childminder does not currently work with other childcare providers or professionals. However, she is aware of her responsibility to foster relationships. This enables the free-flow of information sharing between relevant parties to support the welfare and learning and development needs of individual children.

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

Children feel safe at this setting. They are building awareness of safety and understand dangers; this shows through within their play. For example, children talk about road safety when looking at puzzles. Very young babies feel secure in this setting; they receive warm and responsive care with lots of close bodily contact to help them feel reassured. All children separate well from their parents and generally appear happy and settled. They are building secure and strong attachments to the childminder. Children are forming friendships and are mostly able to play and learn independently or jointly sharing experiences with others. However, at times they find sharing challenging. They generally show caring attitudes towards each other. They play safely and are building an awareness of the boundaries which help them stay safe while they play.

All the children have access to the ground floor of the setting and move around this area with confidence and ease. They have space awareness and enjoy indoor activities such as exercising and dancing. The childminder informs that there is a range of resources children make use of when in the garden to encourage physical development. Very young children are becoming increasingly mobile. They are able to sit up independently, crawl and have emerging walking skills. All children take part in good hygiene routines and are therefore learning good hygiene habits. Most are dependent on the childminder for personal hygiene tasks but are becoming increasingly independent as they develop skills. They are offered a range of healthy options for snacks and meals which are made exciting through indoor picnics.

Children are happy and enjoy their time while at this setting. They are enthusiastic and motivated to learn and are engaged in a variety of activities. They make good progress in their learning journeys because they are encouraged to do well and play an active role in their own learning and development. Children are making good progress in their communication, language and literacy skills. Babies make a range of gurgles and babbles and use non-verbal indicators to share their feelings. Most children are chatty, engage in conversations and talk freely with the childminder about their learning. They all enjoy familiar nursery rhymes and songs

and join in with any actions. Children enjoy and have easy access to books which provide them with examples of written word. They enjoy art and craft activities, which also includes mark-making. Children have access to three-dimensional shapes and are able to match these to the appropriate holes. The childminder encourages them to learn their colours and shapes. There is a range of different sized puzzles and construction which children use and they are mostly cooperative in working together when completing these. Babies are encouraged to play a full part in exploring their environment and learning through the use of all of their senses. Children are encouraged to be aware of information and communication technology through playing with interactive resources and toddler toys which have a variety of buttons and leavers to negotiate.

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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