

## Inspection report for early years provision

---

<b>Unique reference number</b>	160029
<b>Inspection date</b>	04/05/2011
<b>Inspector</b>	Seema Parmar
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 2001. She lives with her husband and their child, who is aged 11 years, in Hendon in the London Borough of Barnet. The lounge and dining room of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years of whom no more than three may be in the Early Years age range and of these, no more than one may be aged under one year at any one time. There is no provision for overnight care. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks/travels to local schools to take and collect older children. She attends the local children's centre, toddler groups, library and parks with minded 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 appear very happy and settled during the time they spend with this caring childminder, who clearly enjoys her time spent with the children. She provides an inclusive service, which recognises and supports the uniqueness of each child. Although the childminder is observing and recording children's progress to show how they are learning and developing, she is not yet using these observations to plan for the next steps in the children's learning. The childminder is committed to improving and developing her service; she attends additional training in order to improve her provision and thereby improve the outcomes for children in her care.

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

To meet the specific requirements of the EYFS, the registered person must:

- complete an appropriate first aid update course by 17 May 2011 (Safeguarding and welfare) 17/05/2011

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

- develop further observations, assessment and planning to link with the six areas of learning and identify the next steps of learning for each child
- develop ways in which parents are supported and encouraged to share, contribute, and update information, in order to become fully involved in their child's learning and assessment
- improve the record of risk assessment so that it includes information on the

date it was carried out and include all potential hazards and record any action taken following a review or incident

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

The childminder demonstrates that she has a good understanding of how to safeguard the children in her care. For example, she knows what to do if she has concerns about the welfare of a child in her care and she is familiar with the procedures of the local Safeguarding Children board. The childminder demonstrates she is conscious of aspects of safety, as she carries out a visual check of the setting daily. She has written risk assessments in place that include most potential hazards, the level of risk and preventative steps taken. Children's needs are well met because most of the required documentation and records are in place. However, the record for risk assessments does not include all the required details.

The childminder organises her home and play resources very well, in order to encourage children's independence. For example, children choose from an exciting and stimulating range of toys, that are well presented and within their reach.

The childminder has completed a self-evaluation of her service, identifying her strengths and areas for improvement. She has a good understanding of what she needs to do to further improve her knowledge, understanding, and practice and how this will assist her in meeting the needs of the children in her care. In addition, the childminder has shown good capacity to make continuous improvement, as she has addressed a recommendation made at her last inspection.

The childminder ensures she provides an inclusive service for all children. She obtains sufficient information about the individual needs of each child on their arrival at the setting. This includes learning about individual children's likes and dislikes, dietary requirements or allergies so that they receive the appropriate care and support. In addition, the childminder supports children who speak dual languages by providing appropriate books and posters to reinforce care and learning in both English and the home language. This promotes children's self-esteem and sense of self-worth. It also provides a good learning opportunity for all the children about the diversity of the community in which they live. The childminder demonstrates a positive attitude to liaising with professional agencies, in order to ensure that children with special educational needs and/or disabilities are supported appropriately whilst in her care.

The childminder values working in partnership with parents and works closely with them, in order to provide for their children's care needs. However, she has not fully developed ways in which parents are encouraged to share and contribute in order to become fully involved in their child's continuous learning and development of assessment records. Feedback from parents state they are very happy with the care provided and describe the environment provided as 'kind and caring'.

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

Warm and loving relationships exist between the childminder and children. This is demonstrated by the confident way the children approach her and enjoy hugs and cuddles with the childminder. The childminder ensures that children participate in wide range of exciting and challenging activities whilst in her care. She looks for activities that engage all the senses, to help them make good progress in all areas of their learning and development. Children freely select toys and resources, thereby increasing their sense of making choices. They feed themselves at meal times, thereby developing their independence and self-help skills. Children access a very good range of books and enjoy being read to by the childminder; they point to the pictures, promoting their communication and language skills. Children enjoy drawing using crayons, developing their mark making skills. The childminder uses mathematical language and encourages children to count as they play. Children have fun playing and show delight as they push various buttons on a selection of programmable toys, as they find out why things happen and how things work. Experiences provided, resources available and interaction from the childminder, also helps to ensure children develop appropriate skills for the future. Children have regular opportunities to visit the local children's centre, other registered childminders and local parks. This provides further learning experiences and opportunities to extend their social skills. Children are provided with opportunities to learn about diversity, as the childminder provides a good range of resources reflecting positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. The childminder recognises how children learn and develop. Through written observations, the childminder identifies each child's attainments. However, the information obtained from these observations is not yet linked to the six areas of learning or fully analysed, and therefore the next steps for children's learning are not being identified.

Children demonstrate that they feel secure and safe in the childminder's care as they become confidently absorbed in their play. The childminder offers gentle reminders about safety as they play. The childminder has not updated a relevant first aid qualification in order to ensure that she can respond appropriately if a child has an accident. This is a legal requirement.

The childminder demonstrates a clear understanding of how children's good health is promoted. Children learn good hygiene practices, as they learn about the importance of hand washing before and after meals. The childminder provides nutritious snacks, such as fresh fruit and vegetables. Children bring their own packed lunches from home. In addition, children have good opportunities to enjoy fresh air and exercise. For example, they visit the local parks for outdoor play developing their large muscle skills, as they climb, jump, run, and play on the apparatus.

The childminder recognises that involving children in developing some simple house rules for acceptable behaviour promotes their self-esteem and confidence. She recognises the importance of having a consistent approach and being a

positive role model in her own behaviour.

## 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	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	3
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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met