

## Inspection report for early years provision

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<b>Unique reference number</b>	160063
<b>Inspection date</b>	03/05/2011
<b>Inspector</b>	Jill Nugent
<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 2001. She lives with her husband and one adult child in a house in Ponders End, in the London Borough of Enfield. The whole of the house is used for childminding and there is a secure garden for outdoor play. The childminder is a member of the National Childminding Association. Her husband works with her as a part-time assistant. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years, of whom two may be in the early years age group. Currently, she is caring for one child in the early years age group.

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

Overall the quality of the provision is good.

The childminder offers an attractive and stimulating play environment for children where they feel very much at home. She prioritises children's well-being and liaises closely with parents to ensure that all children's individual care and learning needs are met effectively. Children are content in her care and make good progress towards the early learning goals. The childminder is committed to the ongoing development of her practice through seeking professional advice and attending training events.

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

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

- develop further the use of self-evaluation in order to encourage reflection on all aspects of the childcare practice.

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

The childminder has good procedures in place to promote the safeguarding of all children in her care. Her documentation is well organised and supporting information regarding health and safety issues is easily accessible. Detailed risk assessments of the premises are carried out, and also regular safety checks, showing any action taken to ensure that risks continue to be minimised. Children's medical records are well maintained. The childminder has effective procedures for dealing with an emergency situation and regularly updates her knowledge and understanding of child protection issues.

The childminder makes excellent use of her resources to stimulate children's interest in different play situations. Various toys, books and games are arranged

around the premises, both indoors and outdoors, so that children have plenty of opportunities to make their own choices. The childminder uses her time to good effect, being actively involved with the children. She joins them in play and interacts to enhance their enjoyment and learning. She is inclusive in her approach and has extended her resources to include a variety that reflect diversity. Children benefit from the opportunity to develop close relationships with both adults in the setting.

The childminder provides clear information about her setting for parents and details of her written policies and procedures. She takes care to take parents' wishes into account regarding the care of their children. Parents are particularly well informed about children's development and this encourages them to be involved in their children's learning. Parents express high levels of satisfaction with the care and education offered to their children. They particularly appreciate the childminder's professional approach. She works in partnership with other professionals to provide extra support for children, when necessary, by extending the learning opportunities available to them.

The childminder takes an active interest in attending training courses so that she can follow up her own interests and learning needs, as well as updating mandatory training, such as first aid. She has improved her childcare practice since her previous inspection, with the assistance of her husband. Health and safety procedures have been reviewed and an effective system of observation assessment is now in place. She liaises with other childminders in order to keep up to date with new ideas and exchange information about childcare. She is keen to pursue her own professional development through further training, although she is not yet using self-evaluation to reflect on all aspects of her childcare practice and so highlight points for further development.

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

Children gain self-confidence and improve their ability to concentrate as they are encouraged to explore in different learning situations. The childminder promotes a relaxed atmosphere where children enjoy conversation with both her and her husband. In this way, children develop good communication skills, extending their use of language as they learn to label objects, describe actions and make requests. They have fun with the childminder as they explore toys and games and particularly enjoy taking part in imaginative play, for example pretending to prepare meals using play foods. Children have an increasing awareness of numbers and are learning to recognise comparisons, such as fast and slow. The childminder actively encourages children to move around the setting making their own choices. They especially enjoy the various play opportunities in the garden, for instance, exploring sand and water or kicking footballs. Children gain useful skills through becoming active and creative learners.

The childminder uses a tracker book to note her observations of children's learning and to assess children's overall progress towards the early learning goals. This

works very well in helping her to link her observations of children's learning to the developmental stages of the Early Years Foundation Stage. In this way, she is able to ensure that children are developing skills in all learning areas and then to plan around their developmental needs. For example, children are observed to enjoy songs and music but have difficulties using mark-making tools. Information about children's progress is summarised on to written reports, which are shared with parents so that they are well informed about any future plans for supporting individual children. The effective use of this system contributes to children enjoying a variety of relevant and interesting learning experiences.

Children are learning to make a positive contribution to the setting through respecting others and their needs. They are encouraged to behave responsibly and to share fairly with others. They demonstrate good personal independence and move confidently around the setting as they search for different play activities. The childminder makes sure that the premises are safe and secure at all times so that children feel safe in her care. She supervises children closely and acts as a good role model. Children are encouraged in a calm and gentle way to respond positively to both her and her husband's instructions, for example at mealtimes. They are encouraged to adopt healthy lifestyles through eating well and enjoying outdoor activities. They benefit from outings to toddler groups and to the local park, which also increase their awareness of a wider world.

## 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	1
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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### 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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