

## Inspection report for early years provision

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<b>Unique reference number</b>	140292
<b>Inspection date</b>	25/05/2011
<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 2001. She lives with her two children aged 20 and 15 years old. They live in a three bedroom flat in South Tottenham within the London borough of Haringey. There are a few local shops within walking distance, and the childminder uses local drop in groups and parks regularly. Areas of the property used for childminding are the kitchen, living room, a bedroom and the hallway.

The childminder is registered on the Early Years Register, voluntary and compulsory parts of the Childcare Register to care for a maximum of four children under eight years at any one time. She currently has two children in the early years age group on roll. 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 settle well in the relaxed and comfortable environment provided. Their individual preferences and needs are respected and fostered by the childminder who has a secure knowledge of their family and home routines. The childminder generally uses observations of children's play and learning to plan the next steps for their progress across the areas of learning. She communicates well with parents about children's care and development and policies mostly keep parents informed about the setting. The childminder has self-evaluation systems in place, which enable her to assess the setting's strengths and areas for development.

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

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

- review and update documentation such as policies and procedures, to ensure these reflect the current regulatory framework
- develop further the partnership with parents by giving them regular opportunities to add to the children's learning records and obtaining more information about children's developmental starting points.

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

The childminder has secure knowledge of child protection issues; she takes her responsibility for safeguarding seriously and attends child protection training at regular intervals. Rooms used by the children, furniture, equipment and toys are clean and safe. Children are safe and secure in the home and the childminder supervises them well. She has a good awareness of safety issues and systems are in place to monitor any hazards. Children are kept safe on outings and a risk assessment is carried out for each type of outing. Risk assessments also cover aspects of the premises. However, some documentation including policies and procedures covered in the operational plan are in need of review to ensure detail and that all areas of the welfare requirements are sufficiently covered.

The childminder has formed secure partnerships with parents. Feedback from parents indicates that they are very pleased with the flexible and reliable service they receive. Daily discussions take place which ensures both the childminder and parents are updated of children's progress. She shares ideas for healthy eating and drinking with parents which helps to promote children's welfare. Children's health and well-being is effectively promoted and all necessary steps are taken to prevent the spread of infection if they are unwell.

Children access a range of appropriate resources where they can choose what to play with. Resources are further enhanced by the use of a childminder 'drop in', enabling the childminder to respond to individual children's needs by making use of specific resources which support children's development and interests. Children are encouraged to develop social skills and learn to share and respect each other and people from different backgrounds in the diverse community.

The childminder has a good relationship with parents and provides them with useful information about the setting in the form of a learning journey, which includes photographs and observations. Daily diaries are also used to exchange information about children's care and routines. Attractive learning records are kept as 'My special book' for each child. These include observations of children's play and development across the areas of learning and the next steps for their progress which the childminder then uses to plan appropriate activities. Parents contribute photographs and regular verbal updates but are not yet contributing themselves to the learning records, adding examples of children's learning from home. The childminder plans to work with other settings, sharing information about individual children when they start to attend other settings. The childminder has a commitment to provide a high quality service. She has a self-evaluation system in place and she attends regular training to ensure that her knowledge and skills are updated.

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

Children make good progress. The childminder plans activities, which are based on her observations of their achievements, interests and learning styles. Planning is flexible and geared to individual children's needs. Children are confident communicating with the childminder. She talks to them communicating clearly to encourage their language development. Children enjoy books and stories with the childminder while they have their snack or cuddled up on the sofa. They are learning to count and recognise numerals. Spontaneous opportunities are used to introduce numbers when they are out or as they play.

Children have good opportunities to explore and investigate as they play with sand and water at the playgroup they attend throughout the week. They learn about the world around them through regular trips to the wildlife centre. Technological play is provided through programmable toys and children are able to use these toys to dance to the music. Children are able to express themselves using paint or drawing and their efforts are valued and praised. They engage in imaginary play, playing with the toy food and cooking dinner. They are learning to play together and share resources supported by the childminder, who provides a positive role model. There are good opportunities for children to use climbing and physical play equipment in the park and playgroup for children to develop coordination and control.

Children's health is promoted well. They benefit from plenty of fresh air and outside play. Parents provide snacks and meals and a broadly balanced diet is provided. Children's drinks are within easy reach. The childminder talks to children about the things which contribute to a healthy lifestyle so that they begin to develop an understanding of how to keep healthy. The childminder works with parents to ensure that children's routines are followed closely. Children have developed warm and trusting relationships with the childminder and feel safe in the setting. They are developing a good understanding of how to keep themselves safe as they negotiate the space and stairs in the childminder's home. Children are learning to play together, share and take turns. Their views are taken into account and they can make choices in their play and learning. They are developing skills for the future as they make good progress in all areas of development.

## 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	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	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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