

Inspection report for early years provision

Unique reference number	EY418762
Inspection date	23/05/2011
Inspector	Liz Corr

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.

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Description of the childminding

The childminder was registered in 2010 and lives with his wife, also a registered childminder and their two children aged three and eight years. They live in a house in the Bounds Green area of the London Borough of Haringey. Children have access to all areas of the ground floor and three bedrooms for sleeping on the first floor.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He is registered to work from two addresses. The childminder is registered to care for a maximum of six children under eight at any one time, of whom, three may be in the early years age range. When working with another childminder they may care for a total of ten children under eight, of whom six may be in the early years age range. When working with two childminders they may care for a total of 15 children under eight, of whom, eight may be in the early years age range. There are currently 13 children on roll, of whom 12 are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and his colleagues work effectively together and have created a relaxed and welcoming environment for children. There are secure partnerships with parents and good systems in place for sharing information. This helps to ensure that children's individual needs are met and to promote inclusion. Effective systems are in place for recording children's progress towards the early learning goals. The childminder has begun to develop systems to evaluate the provision and to promote good outcomes for the children.

What steps need to be taken to improve provision further?

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

- enhance the good practice at the setting by promoting children's feelings of security and attachment using a key person system
- identify children's initial starting points and strengthen partnerships with other providers of the Early Years Foundation Stage
- extend opportunities for younger children to access a range of natural play materials to develop their senses and natural curiosity.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of his responsibility for protecting children from abuse and how to recognise and report child protection concerns. Children's safety is well promoted both at the setting and on outings. A clear evacuation procedure is in place and effective risk assessments have been devised. Furthermore the setting received a visit from the local fire service who have provided valuable advice for evacuating in an emergency. The childminder has access to a useful selection of policies to promote the efficient management of the service and these are shared with parents. The childminder is committed to making further improvements to the service. The childminder and his colleagues have begun to evaluate their provision to identify areas for improvement. Secure support systems are in place through their local early years service. Consequently they are able to access support, advice and further training. The childminder and his colleagues are committed to updating their professional knowledge and are all currently working towards a recognised childcare qualification.

The childminder is committed to providing an inclusive service. Secure communication systems with parents ensure that the childminder and his colleagues are aware of the individual needs of the children. Children who speak English as an additional language are provided with effective support as the childminder is provided with key words in their home language. Furthermore the setting is developing their resources to promote children's awareness of other languages including tapes and books.

The childminder and his colleagues are welcoming to parents and provide them with useful information about their service. Daily diaries containing information about the children's development are shared with parents and provide them with information about their involvement in activities and how they have eaten and slept. The childminder has developed systems for parents to comment on their service. Feedback received from parents is positive. The childminder demonstrates a positive commitment to working in partnerships with other professionals to promote their welfare and development. However, partnerships with other providers of the Early Years Foundation Stage are not fully established.

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

Children benefit from the relaxed environment at the setting. They have developed warm and friendly relationships with the childminder and his colleagues. However, systems to enhance their good practice and develop children's feelings of attachment and security have not been developed by using a key person system. Children are developing social skills and relationships as they take part in activities as a group and work along side each other. For example, older children thoroughly enjoy painting activities in the outdoor area and their involvement is encouraged as the adults talk to them about the colours they are using and what colours they

can make if they mix paints together. Their communication skills are developing as regularly sing familiar songs together. Even very young children participate as they babble in time to the music. Children have fun developing language skills as the adults make up songs during everyday activities. Furthermore their awareness of numbers and counting is promoted during songs and rhymes. Children benefit from lots of opportunities for outdoor play as they regularly play in the large garden. They access a suitable range of resources and welcome the adult support as they learn to throw and to confidently ride tricycles. Furthermore younger children are able to practice their crawling and early walking skills on mats in the outdoor area. All children including babies and toddlers enjoy singing songs about animals and accessing the props including the farm animals. However, natural resources for babies and toddlers to develop their senses and natural curiosity are not fully developed. Older children respond excitedly as the adults explain that they will be able to take part in planting a range of fruits in the garden later that day. They learn about how to take care of the plants as the adults explain they will need to make sure they water them each day. Children's behaviour is managed appropriately depending on their age and stage of development for example, through explanation or distraction. They receive regular praise and encouragement for their achievements which helps to promote their self-esteem.

The childminder has a secure knowledge of the Early Years Foundation Stage and continues to develop his knowledge through further training. Children's development is regularly observed and assessed and shared with parents which helps them to continue their child's learning at home. The childminder gathers useful information at the beginning of the placement however, this information is not organised into the six areas of learning to help to assess children's initial progress.

Children's good health is promoted as they are provided with fresh drinking water in individual cups. They enjoy fresh fruit at snack time and discuss the fruits they are growing in the garden and the ones they are eating. They are provided with freshly cooked meals at lunch time and any dietary needs are carefully planned for in partnership with parents. Children are learning the importance of safe behaviour. For example, the adults explain why they need safety gates in different areas of the setting. Furthermore children enjoyed the fire officers' visit which has promoted their understanding of how to behave in an emergency situation.

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

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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

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