

Inspection report for early years provision

Unique reference number	140302
Inspection date	14/06/2011
Inspector	Siobhan O'Callaghan

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 1985. She works with her mother in law who is also a registered childminder. The childminder has three adult children all of whom still live at home. Other adults who share the house are her husband, mother-in-law and father-in-law. The family live in the Turnpike Lane area of Hornsey, North London. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There is no provision for overnight care. When working on her own the childminder is registered to provide care for a maximum of four children under eight years not more than three may be in the early years age group. However, when she is working with her co-childminder they may jointly care for a maximum of eight children; of these no more than six may be in the early years age group and of these only two may be aged under one year at any one time. The childminder is currently co-caring eight children in the early years age group. Three of the children attend on a full-time basis whilst five children attend part-time. The childminder attends local toddler and childminding support groups with minded children. She is a member of the National Childminding Association and holds a formal childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder works in partnership with her co-childminder to provide a stimulating and comfortable home environment for children. Due focus is given to meeting children's individual needs. Generally effective parental partnerships are in place to support their continuity of care within the provision. Children are making good progress overall in their learning and development as the co-childminder's effectively plan activities and experiences around children's interests and abilities.

Children's welfare is promoted through a comprehensive range of policies and procedures which contribute to most aspects of their safety and security. The childminder demonstrates a committed approach towards developing her provision; this can be seen in her evolving self-evaluation systems and in her enthusiasm to keep her knowledge and skills within the early years field up-to-date.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing
- 01/07/2011

and review it before embarking on each specific outing (Safeguarding and promoting children's welfare).

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

- develop ways in which parents are supported and encouraged to contribute to their children's assessment records
- develop further self-evaluation systems to continually assess all aspects of the provision and therefore, improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection issues and she understands the procedures to follow should she have any concerns about the welfare of a child in her care. The co-childminders have jointly established a comprehensive range of records, policies and procedures to support most aspects of the Early Years Foundation Stage requirements. There are robust procedures in place to ensure that all adults living within the home undergo essential suitability checks. The childminder shares her safeguarding children policy with parents to demonstrate her commitment to keeping their children safe. Effective monitoring systems are in place to record, discuss and monitor pre-existing injuries that children arrive with. The childminder has good literature available to support her in linking in with outside agencies should she have concerns regarding children's welfare.

The home environment is safe and secure as continual risk assessments are conducted to support the monitoring of potential hazards. However, the childminder is yet to conduct risk assessments for all the outings that are enjoyed with children to ensure that all safety implications are considered.

The childminder and her co-worker organise an accessible and inviting environment for children where they are able to make choices from a broad range of good quality toys and resources. The childminder promotes inclusion both within her good practice and within the resources that she presents to children. Consequently children are supported to develop a positive attitude towards the diversity of people within both the local community and the wider world. The childminder has appropriate toys and resources including small world figures with different skin tones and disabilities, and books displaying positive images of gender. The children play with the figures in the sand pit and there is a discussion about people who use Zimmer frames and why that might be.

The childminder values working in partnership with parents and seeks their views through parental questionnaires. The parents recent responses to these satisfaction surveys demonstrate that they are very happy with the care their children receive. Parents comments include: 'The childminders provide a home from home environment that is loving and nurturing. Both our children have loved being within this provision'. Overall, these positive partnerships promote secure

and trusting relationships. Nevertheless the childminder acknowledges that more could be done to support parents in being involved in their children's ongoing learning assessments.

The childminder is an experienced early year's practitioner with over 26 year's service of working with children. She is enthusiastic and committed to her role which is demonstrated in her ongoing professional development. Since her last inspection she has achieved a level 3 childcare qualification and has attended numerous complimentary courses to enhance her knowledge and skills within the early years field. She is beginning to evaluate the provision that she provides for children in liaison with her co-childminder. This has recently involved developing their planning and assessment systems to make it clearer how they are promoting children's next steps in their learning.

The childminder is clear about where she wants to improve her practice and is enthusiastic to develop these ideas within her evolving self-evaluation processes.

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

Children appear extremely happy and engaged within their environment. They confidently interact with both childminders and clearly enjoy the activities and experiences offered to them. The joint childminders effectively plan a broad range of opportunities for both adult-led and child initiated activities which give due regard to all areas of children's learning.

There is effective use of the outdoor environment as the childminders clearly value the many learning opportunities that are available to children in this area. Although the childminders work collaboratively within all aspects of the children's care, including sharing the cooking and preparation of meals, they manage their own observation records for their key children which in turn supports an individual approach towards planning for their next steps.

Children are developing good independence skills they confidently put on their own shoes as they excitedly get ready to go outside and play in the garden. Their self-esteem is boosted through the consistent praise they receive for their work and for helping to keep their environment tidy. They enjoy observing their birthday charts which are displayed on the wall and excitedly discuss how old they will all be on their next birthdays.

Children are becoming excellent communicators as they observe the childminder's good use of spoken language. She encourages them to express themselves through a variety of media including role play. She promotes their thinking as she asks them open ended questions and praises their efforts when they offer suggestions and ideas.

Children enjoy many creative pursuits as they explore natural materials in the garden. They are excited to talk about the seeds that they have recently planted

which they are now observing to watch their growth. Their problem solving skills are promoted through a variety of experiences including supervised cooking activities where they are involved in weighing and measuring out ingredients., thereby developing their understanding of early maths concepts.

Children's welfare is promoted through many positive practices within the provision. For example, children are developing a good awareness of their personal safety as they participate in emergency evacuation drills and learn why this is important. They are developing effective personal hygiene habits as they wash their hands at appropriate times of the day and especially after any messy activities. Children are offered nutritious and well-balanced meals to support their good health. They have successful opportunities to engage within energetic physical play as they visit the local parks where they can run and climb. They also enjoy opportunities to ride small wheeled resources in the garden.

Overall, children are content and happy within their environment. It is clear that they have developed warm and trusting relationships with both the childminders. They are developing polite and respectful behaviour as they learn the importance of respecting one another's differences and the importance of working cooperatively with one another. Consequently, children are developing many valuable skills which set secure foundations for their future learning.

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	3
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	3
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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