

Inspection report for early years provision

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Inspection date	06/07/2011
Inspector	Gulnaz Hassan
Type of setting	Childminder

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T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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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 2003. She lives with her two children, including her adult son. They live in a three bedroom house in the London borough of Haringey. All of the ground floor is available for childminding purposes. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for no more than three children under eight years; of these, no more than two may be in the early years age group. She is also able to offer before and after school care to older children. She is currently minding one child in the early years age group. The childminder holds a recognised level three child care qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes most aspects of the Early Years Foundation Stage requirements within the suitable and comfortable environment. Children are well safeguarded and the childminder demonstrates a generally good understanding of inclusion and diversity. She has completed a level three childcare qualification since the last inspection. She also attends further training and she has met recommendations set at her last inspection well. This is conducive to supporting continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the range of toys, books and resources available to better reflect aspects of disability and diversity
- develop the systems for observations so that the 'next steps' in children's learning are consistently identified and utilised

The effectiveness of leadership and management of the early years provision

The childminder has a good system in place to monitor and evaluate her service. This ensures that all aspects of children's care and learning are monitored. For instance, the childminder has correctly identified the minor weaknesses within her setting and she has plans in place, such as attending further training in order to address these effectively. The childminder has completed a level three qualification in early years care and education. She has attended a number of courses that are pertinent to the needs of the individual children she looks after.

Children are well safeguarded as the childminder has a good understanding of child protection issues and of the procedures to be followed should she have a concern about the welfare of a child in her care. A clear safeguarding policy is in place and this is shared with parents so that they are aware of her responsibilities in this area. The risk of accidents indoors and on outings are minimised as the childminder conducts very good risk assessments. These are fully effective in identifying all risks to children on the premises and during all outings. All documentation required to promote the safe and effective management of the setting is in place and appropriately organised. For example, children's personal details, medication and dietary information are readily available. Other records, such as the attendance register and accident records are accurately maintained in line with requirements.

A good understanding of equality and diversity is demonstrated by the childminder. She promotes the children's understanding of the diversity of people in the community well. She involves the children in discussions and encourages the children to respect the different cultures, backgrounds and religions of others. However, resources to reflect disability and aspects of diversity are less accessible. Children have access to only a small range of books and play materials that promote anti-bias and multicultural practice. This is an area fully identified by the childminder as an area for development. Other toys and resources are appropriate to the children's ages and stage of development and appear to meet their needs well.

There are good systems in place to work in partnership with parents. Parents are kept informed about their own child's care, learning and development on a daily and weekly basis. This is supplemented by a more formal review system throughout the year. Parents have access to the childminder's written observations of their children's development. Information exchanged with parents about children's activities and interests are fully utilised by the childminder to compliment and extend children's learning and development whilst in her care. The childminder has established good links with other settings, such as schools, that offer the Early Years Foundation Stage to the children she cares for. As a result, she is able to maintain continuity in children's learning and development between the settings.

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

Children's welfare, learning and development are all well promoted by the childminder. She has established a good system for observing children and is working to refine this process further. The observations she makes are clearly used to identify children's progress, and some general information about their 'next steps' is also documented. The different areas of learning are covered by well planned activities, and teaching goals are generally identified effectively to support children's learning.

Children are engaged and interested in the good range of activities and experiences that are provided by the childminder. They comfortably explore the

environment and the available activities and play materials whilst being supported by the childminder who engages and interacts with the children well. Children enjoy a variety of opportunities to dress up, read stories and learn about letters and numbers. Children's own interests, such as different forms of transport, are fully promoted and extended by the childminder. For instance children undertook travel on trains and trams and then made their own trains using boxes which they decorated creatively with paints. Children are developing their technical skills with access to laptops and battery operated toys. Children's knowledge and understanding of the local community is enhanced by walks, visits to local shops and community resources such as the local swimming pool. Children play in the garden and also visit the park with the childminder where they can access outdoor play equipment and learn to interact with other children, thereby learning valuable social skills.

Children learn about a healthy lifestyle and their good health is promoted well by the childminder. Their diet and nutrition needs are well met as the childminder has a good understanding of healthy eating and children's individual requirements. A choice of nutritious snacks and freshly home cooked meals are provided, with drinking water available at all times. Children learn about safety, such as crossing the road safely. They take part in regular emergency evacuations of the home and therefore understand what to do and how to behave in an emergency. They display a good awareness of good hygiene routines such as hand washing before meals and after using the toilet. The childminder praises children frequently to promote their self-esteem and to encourage confidence and positive behaviour. The children show they are aware of simple 'house rules' such as taking off their shoes inside.

Children clearly feel happy and settled in the childminder's care. She offers warmth and security along with consistent and familiar routines. This enables the children to learn through play and develop valuable skills for their future development and 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	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

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