

## Inspection report for early years provision

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<b>Unique reference number</b>	160066
<b>Inspection date</b>	10/10/2011
<b>Inspector</b>	Anneliese Fox-Jones
<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 1992. She lives in a house in the Edmonton area of the London borough of Enfield. The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for six children under eight years of age. Of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. She is currently minding six children in the early years age range, on a part time basis. She walks with children to take and collect them from a local school. The childminder is a member of the National Childminding Association. She has a National Vocational Qualification (NVQ) to level three in childcare and is a trained NVQ assessor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is caring and supportive and provides a range of activities and experiences that interest and include all children. Strong partnerships with parents are established to support children's continuity of care. Children are valued as individuals as they make steady progress in their learning and systems for observational assessment are developing. Children's good health is well supported and they feel very safe and secure. However, the childminder is in breach of requirements regarding risk assessments. Overall, the childminder demonstrates a satisfactory capacity to maintain ongoing improvement.

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

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

- take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum, with particular regard to the storage of household substances in the bathroom (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 28/10/2011
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 28/10/2011

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

- record details of the evacuation drill in a fire log book including any problems encountered and how they were resolved
- develop ongoing reflective practice and self evaluation to identify the setting's strengths and areas for development that will improve the quality of provision for all children
- obtain written parental permission for children to take part in outings and consider adding risk assessments of outings to the record of the risk assessment
- strengthen the use of ongoing observational assessment to inform planning for each child's continuing development.

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

The childminder's organisation of her provision is sound and ensures that children receive care that is generally safe and reliable. She maintains most documentation which supports the efficient management of the provision and various written policies also underpin the childminder's practice. Whilst most areas accessed by the children are safe, there are some items stored in the bathroom that could pose a potential risk to their safety. The childminder risk assesses any outings that children take part in, although she does not keep a record of this or obtain written parental permission for children to take part. The evacuation procedures are regularly practised but are not recorded in a fire log book to help identify any problems encountered. Nevertheless, the childminder supervises children closely and implements some effective safety measures to enable them to enjoy the space and resources without risk to themselves. This appropriately promotes children's safety overall. Children's welfare is promoted by the childminder's sound knowledge of her role and responsibility in safeguarding them from harm. She has an appropriate knowledge of safeguarding procedures and knows how to refer any concerns that she may have. Consequently, children's welfare is soundly promoted.

The childminder has an awareness of the strengths of her provision and readily accepts that some areas require improvement. She is receptive to developing her practice through self-evaluation. Recommendations made at her last inspection have been suitably addressed to help improve the quality of provision for the children. The childminder provides a welcoming environment. Children play in a secure setting that encourages their independence. Resources are easily accessible and rotated to engage children's interest. Children also benefit from the good use made of many local facilities that help to promote their learning.

The childminder promotes equality and diversity effectively. She knows children well as individuals and treats them with equal concern. Children learn to develop friendships and respect others, regardless of their individual backgrounds. All children are included in the activities. Toys, resources and experiences promoting positive images of diversity are plentiful. These clearly help to develop children's awareness of the differences between themselves and others in society. The childminder has experience of building effective partnerships with other

professionals and early years settings that children may attend. However, this does not currently apply to any of the children currently in her care.

The childminder promotes successful partnerships with parents. They are fully informed about many aspects of their children's care, well-being and what they have been doing within the setting. It is clear through parents' letters of thanks and appreciation that they are completely happy with the care their children receive. Comments include 'the childminder is always welcoming, kind, approachable and flexible. She genuinely cares for the children in her care. She creates a homely environment and is a dedicated and friendly childminder who always goes a little bit further with her support'. The childminder provides parents with ongoing feedback about their children's progress, through photographs and daily diaries for younger children.

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

Children enjoy warm affectionate relationships with the childminder and feel settled and secure. Local outings underpin children's positive understanding of their community and enable them to meet people different to themselves. Children are developing a growing awareness of how to keep themselves safe. For example, they learn about road safety and regularly practise the fire evacuation procedure. The childminder provides clear boundaries to support children's understanding of her safety and behaviour expectations. Children's behaviour is managed efficiently due to the childminder's approach in promoting positive behaviour, in partnership with parents. Praise and encouragement are regularly used to promote children's self-esteem and confidence.

Children's good health is promoted through encouraging good hygiene practices and providing children with regular physical play experiences on various outings. They enjoy trips to local parks and playing in the garden, as well as daily exercise on the way to and from school. Children learn about healthy eating practices and are encouraged to make healthy choices about what they eat. Consequently, children develop a good awareness about being healthy.

Children make sound progress in their learning because the childminder is aware of their individual learning needs. She gathers relevant information from parents about the children before they start. However, observational assessment is not yet fully embedded to clearly identify what children can do, in order to evaluate and plan their next steps in learning. Nevertheless, children can easily access a range of toys and resources which support their learning, as a selection is set out before the children arrive. The childminder uses simple puzzles, stacking cups, books and puppet figures with younger children and talks about the pictures in the books, to help increase their vocabulary.

The childminder supports children in their play, particularly responding well to babies as they babble, experimenting in making different sounds. She engages them in simple conversation to support their communication skills. Older children's

understanding of shape, colour, numbers and the wider world are promoted through everyday situations. These include visits to the park, shops, garden play and spontaneous play situations in the home. Children are able to express themselves creatively and use their imaginations as they regularly participate in a variety of art and craft activities.

Children enjoy many opportunities to draw and explore various media such as water, paint and play dough. Younger children are interested in what is available in their surroundings and show curiosity in how things work. For example, they delight in the sounds made by many interactive musical toys. Children's learning is also promoted through trips and use of the local surroundings, childminding groups and parks. This enhances children's social skills and helps them to become familiar with the environment and community they live in, thus increasing their knowledge and understanding of the world. Children are encouraged to develop confident physical skills. They enjoy being physically active in the garden and local parks. Overall, children are content and enjoy their time with the childminder, developing skills 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register). 28/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 28/10/2011