

Inspection report for early years provision

Unique reference number	140276
Inspection date	14/10/2011
Inspector	Catherine Greene

Type of setting	Childminder
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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 in 2001. She lives with her adult daughter in Tottenham in the London Borough of Haringey. They live in a three bedroom house. Children have access to the ground floor kitchen/dining area, the first floor sleep/play room, the bathroom and a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years of age. Of these, three children may be in the early years age group. There are currently three children on roll in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure and very happy in this setting. Most areas of their learning and development are well promoted and effective procedures help to keep them safe. Children enjoy a varied range of good quality play and learning experiences. Effective partnerships with parents contribute to the well being of the children and the progress they make in all areas of learning and development. Methods for evaluating the service are strong and the childminder demonstrates a clear capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- encourage parents to share in their children's learning and contribute their observations and assessments
- develop the garden further as an outdoor learning resource.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding children and has a secure knowledge of the procedure to follow to report concerns. Detailed risk assessments are carried out both at home and for outings to identify potential hazards and help to prevent harm to children.

The childminder is enthusiastic and ambitious she constantly develops her knowledge and skills within her early years practice. She is an experienced childminder who has attended many training opportunities to promote good outcomes for children. Children benefit from her good organisational skills and her

forward planning. Her commitment to instigate improvements is evident within her daily practice and all recommendations set at the last inspection have been met.

Good partnership working is promoted with parents and key persons at nurseries that children also attend. This helps to ensure children's overall learning and development is a positive, shared experience. Parents are valued partners and the individual needs of each child are taken into good account. Comprehensive information is gathered as part of the settling in period and effectively used by the childminder to plan for children's future care. Parents continuing involvement is strongly encouraged with them contributing suggestions for activities, which they know their children particularly enjoy. Daily records keep parents well informed about their children although parents do not fully contribute to their children's observations and assessments..

The childminder provides an inclusive setting where all children's differences are valued and respected. She provides good opportunities for children to learn about the world around them. A range of festivals and celebrations are acknowledged using food, stories and arts and crafts. The childminder works closely with parents to ensure children are happy and settled. Her reassuring, supportive approach helps promote an inclusive atmosphere where both parents and children feel valued.

The childminder has adapted her home and garden making use of all available space for children's play and learning. The garden has recently been renovated and has not yet been fully developed to promote the areas of learning in this environment. There is ample space for children to move freely between the kitchen/diner and garden in comfort and safety. The children have their art and craft work displayed in their portfolios. This supports the development of their self-esteem as they realise that their work is valued by others. Resources are used effectively by the childminder to support children's learning in all areas.

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

Children are cared for by an experienced and committed childminder. She knows the children well as individuals and has developed warm and supportive relationships with them. Children's overall learning and development is encouraged well. Their progress is closely monitored through well-documented observations, which are effectively used to plan for children's next steps in learning. Children enjoy their play and become active learners as they display curiosity and interest in all the available activities. The childminder has a good understanding of the six areas of learning and develops her knowledge about the learning intentions for each activity. She has the skill to make learning fun and stimulating by following the interests of the children. For example, children of all ages really enjoy the creative play using a really well stocked activity box.

Children's vocabulary is extended and they learn to count as they are introduced to songs that they sing along to on the cassette player. They dance on the interactive

mat, which helps them develop their coordination skills. The availability of a computer and other programmable equipment helps children learn the skills they need to operate information and communication technology in the future. Well-considered and imaginative purchases of new resources provide all children with an improved and diverse range of resources, all of which are made easily accessible. Children make free and independent choices about what to play with from well-organised bookshelves and learning areas. Children's creative efforts are valued and displayed in their scrapbooks.

Children have good opportunities to extend their physical skills and enjoy the open air in the garden and on the many outings to playgroups and the park. They use large play equipment with confidence such as swings and slides. Planned outings to the Woodlands gardening project and the community park also form part of the weekly routine.

Children's overall good health is positively promoted. The childminder works in partnership with parents who provide a healthy packed lunch. Children are offered fresh fruit at snack time each day, with water to drink. Very good hygiene standards and a clear sickness policy helps ensure the risk of infection and spreading of contagious illnesses are minimised. A valid first aid certificate is held by the childminder, which means she is well prepared in the event of an accident or emergency. All required record keeping is maintained to a good standard.

Children develop a good awareness of keeping safe. The childminder talks to them about safety and all children are involved in practising the evacuation procedure. Children are heard to say that the alarm is 'very loud', which shows that they are aware of the procedure. Children are very confident and learning good social and independence skills because the childminder supports them very well and is extremely encouraging. Their behaviour is managed well by the childminder who is sensitive and loving. Consequently, children are happy to approach the childminder and their friends with confidence to express their needs.

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

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