

## Inspection report for early years provision

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<b>Unique reference number</b>	140267
<b>Inspection date</b>	27/10/2011
<b>Inspector</b>	Lorraine Sparey
<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.

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## **Description of the childminding**

The childminder has been registered since 1986. She lives with her two adult sons in the Stroud Green area of the London Borough of Haringey. Children have access to the lounge, kitchen, master bedroom and a bathroom. The childminder regularly takes the children out as she does not have access to a garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of four children under eight years may attend at any one time, of these, three maybe in the early years age group. She currently has four children on roll all of whom are in the early years age group.

The childminder helps to run a voluntary baby and toddler group for two mornings a week at the local primary school. The childminder holds an early years qualification at level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are confident and motivated in their learning. They participate in a good range of stimulating activities overall that are tailored to their individual needs and interests. The childminder has an excellent understanding of keeping children safe, implementing effective policies and procedures to support children's welfare and learning. Secure relationships are developed with parents to ensure they are fully involved in all aspects of the provision. The childminder has successfully addressed previous recommendations and is very committed to training. As a result she is well placed to make continuous improvements to promote outcomes for children.

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

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

- review opportunities for children to find out about and learn how to use appropriate information technology such as computers and programme will toys that support their learning.

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

The childminder is extremely vigilant when promoting children's safety. She demonstrates very clear knowledge and understanding of how to keep children safe from harm and neglect. Her policies and procedures are detailed, giving parents a clear understanding of her role and responsibility in this area. Comprehensive and detailed risk assessments and the childminder's skill in

anticipating potential hazards mean that children are safe in the secure environment.

The childminder implements various systems to successfully monitor and evaluate her provision. She invites parents to complete questionnaires giving their views on all aspects of her service, and any suggestions are taken on board and implemented wherever possible. The childminder receives good support from the local authority enabling her to critically evaluate her provision. She meets with other childminders and professionals to share good practice. The childminder regularly attends workshops and training courses to ensure her knowledge is current and up-to-date. For example, she has recently completed an 11 week course on "Disabled Children Access to Childcare Training" and is actively looking at ways to implement this in her childminding practice.

The childminder has a generally good range of resources that children are able to access. She provides excellent support enabling children to try new activities in a structured environment. There is good range of resources to promote children's understanding of respecting and valuing differences. The childminder uses the space available within the home well to create different play and learning opportunities.

The childminder fosters highly effective relationships with parents. She ensures they are fully involved in their child's learning and are able to actively contribute to her provision. Regular questionnaires give parents the opportunity to identify areas they feel the childminder is good at and any thing they would like her to improve. Questionnaires viewed as part of the inspection were exceptionally positive, and parents made comments including 'the childminder's superb routines ensure the children get plenty of exercise', the childminder has 'surpassed our expectations providing a loving and stimulating environment, taking as much delight as us in our child's development'. The childminder has appropriate systems in place to share information with other early years providers and professionals if the need arises.

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

Children are happy, settled and confident in the homely environment. They are keen to separate from their carers and quickly become involved in a good range of play and learning opportunities. Children are developing positive relationships with the childminder and the other children. The childminder provides a good balance of adult-led and child-initiated activities. For example, a child immediately becomes involved with playing with the bricks. Children decide to make a cake and confidently count the number of candles as they put them on it. Another child joins in and they cooperate well sharing the different shaped pieces as they build different models. Children enjoy listening to stories and are keen to participate in telling their own version of the story, for example, when a child tells the childminder 'I will read this to you'. Children regularly go on outings in the local community and attend groups with the childminder to promote socialising with

children of similar ages and being able to use different toys and equipment. Children have excellent opportunities to develop their creative skills and imagination. They build houses from sticks and paper linking in with familiar nursery rhymes. Children's physical skills and fitness levels are developing well. They have regular opportunities to visit the park where they can climb, balance and swing.

The childminder has a good understanding of the Early Years Foundation Stage framework and how young children learn and develop. She clearly knows the individual children's interests and abilities and is able to effectively plan the next steps in their development. The childminder completes regular observations of children at play to monitor children's progress. Children thoroughly enjoy looking at their learning journeys and talk about what they were doing in the photographs. A child points to a photo saying 'This is me with my long hair'. The childminder plans activities that support almost all areas of their development. However, opportunities for children to learn about information and technology are not always fully promoted.

Children learn about healthy lifestyles through interesting projects such as growing fruit and vegetables. They visit an Afro-Caribbean shop to look at the different fruits before tasting some of them. Children benefit from the childminder providing healthy and nutritious meals and snacks tailored to their individual dietary needs. Children follow good hygiene routines and the childminder provides excellent levels of support when children are learning to use the potty. For example, she provides the doll sitting on the potty to stimulate their interest. Children have good opportunities to learn about staying safe. The childminder teaches them about road safety and how to use the Green Cross code. They practice the evacuation procedure to ensure they know how to get out of the home quickly and safely. Children's behaviour is good given their age and stage of development. The childminder is firm and consistent in her approach to ensure children quickly learn the boundaries and expectations. Children respond well to her good use of praise. Children learn about others less fortunate as they make poppies and talk about Remembrance Day. Children celebrate a wide range of festivals throughout the year to increase their understanding of respecting and valuing others. During Chinese New Year children make lanterns and learn how to write their name in Chinese. During Diwali they make hand patterns using coloured rice.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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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