

Inspection report for early years provision

Unique reference number	EY428343
Inspection date	09/11/2011
Inspector	Anneliese Fox-Jones
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 registered in 2011. She lives with her husband and their two children age 12 and nine-years-old, in the Tottenham area within the London borough of Haringey. The childminder's home is close to shops, parks, schools and public transport links. The whole of the ground floor of the house is used for childminding purposes. The toilet and bathroom are located on the first floor of the premises and there is an enclosed garden for outdoor play. The childminder works with an assistant.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for no more than six children under eight years; 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. The childminder is currently caring for four children in the early years age range. She has an Early Years Foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are developing confidence and new skills because the childminder provides them with interesting play experiences which motivates them to learn and develop. The childminder has practical systems in place to monitor and support children's progress, thereby creating an inclusive environment where children are helped to attain individual learning goals. Children's welfare is promoted through some secure procedures and most parental consents that are in place. The positive partnerships with parents that have been established further ensure that children's individual needs are fully considered. The childminder takes some suitable steps to monitor and promote improvement. She demonstrates a positive approach towards implementing improvements to her provision, which can be seen in the development of many systems, procedures and policies which are in their early stages of fruition.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment. 18/11/2011

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

The effectiveness of leadership and management of the early years provision

The childminder's organisation is effective and ensures that children receive secure and reliable care. She maintains most documentation which supports the efficient management of the Early Years Foundation Stage (EYFS). However, she has yet to obtain written permission from parents for seeking emergency medical advice or treatment. This is a breach of requirements. The environment is child-friendly, supportive and gives children opportunities to develop independent and confidence. The childminder is cautious of children's safety in and outside the home and she has devised a health and safety checklist with appropriate safety measures in place. She raises children's awareness of safety, for example, she explains to the young children when it is safe to cross the road. However, the childminder and children have not yet practiced the full evacuation drill to promote children's understanding in the procedure. Nonetheless, the childminder supervises children closely and has appropriate safety equipment in place to reduce any potential dangers to children. The childminder demonstrates a secure understanding of safeguarding children and the action required to protect children. Through regular monitoring, she has an awareness of the strengths of her practice and readily accepts that some areas require improvement. She is receptive to developing her practice through a robust self-evaluation process.

Children enjoy a secure environment that encourages them to access resources easily and many are rotated around to engage children's changing interests. Children are encouraged to mix with others, learn to respect others and develop friendships, regardless of their backgrounds. Children also benefit from the good use made of many facilities that help to promote their learning. For example, the library, local parks, stay and play sessions and museums. The childminder promotes equality and diversity effectively. She knows children well as individuals and treats them with equal concern. All children are included in the activities. Toys, resources and experiences promoting positive images of diversity are plentiful. 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 in her care.

There are successful partnerships with parents as they are fully informed about all aspects of their child's care and progress within the setting. The childminder has a good understanding of the children's starting points and ongoing interests. This has been integral in supporting children's learning and development. Parents are well-informed about their children's time spent with the childminder as she maintains a daily diary sheet to keep parents aware of their child's day. She also

provides parents with ongoing feedback about their child's progress, through individual scrap books with photographs and observations. Parents report very positively and favourable about the childminder. Overall, children are happy and content, it is clear that they have established warm and caring relationships with the childminder and her assistant.

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

Children's welfare is promoted through some positive practices which are incorporated into their daily routines. They are learning how to keep safe within the home as they are reminded how to safely handle resources with care. Children's good health is protected through a range of positive policies and procedures. Children have good opportunities to be active and to get fresh air each day as they visit local parks and other groups on a regular basis. This provides children with challenge, and as a result, they develop good physical skills. A broad range of outings support children's knowledge and understanding of the world. Children are beginning to learn about the environment when they use local transport and this enables them to meet different people. The childminder promotes healthy eating. She offers healthy and nutritious snacks and meals to support children in widening their tastes. 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 consistently used to promote children's self-esteem and confidence.

Children have good opportunities to learn and develop through a balanced range of adult-led and child-initiated activities. The childminder's secure knowledge and understanding of how children learn enables her to effectively promote their learning through all aspects of their play and within their daily routines. For example, children's language and sensorial development is extended as they play with corn flour. Numerous photographs demonstrate that children delight in exploring how colour and texture changes as water and colour are added to the mixture. The childminder engages with children well. She follows their interests and they have fun together. The childminder makes excellent use of photographs of the children engaging in fun activities to compliment her regular observations. For example, using various tools and manipulating play dough or making books at the British Library museum. The childminder actively identifies and plans for the children's next steps in learning. This effectively promotes children's development of future skills.

Children are able to express themselves creatively. They play with many small world toys and a variety of art and musical materials. Young children are progressing well in certain areas. For instance, problem solving, reasoning and numeracy, where many simple activities help to model future skills of counting, identifying and naming shapes.. They explore a range of recycled materials, paint

with their feet and hands and make marks to develop communal drawings together. Young children enjoy listening to sounds made by some of the musical toys they play with. The childminder responds to the children's gestures by encouraging speech development through talking, singing and storytelling.

[AB1]repeated

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	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	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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