

Inspection report for early years provision

Unique reference number	140347
Inspection date	22/11/2011
Inspector	Siobhan O'Callaghan

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 was registered in 1987. She lives with her husband, mother, adult son and his wife and their two small children aged three years and four months. Her daughter-in-law is registered as her childminding assistant. The family live in Turnpike Lane, in the London Borough of Haringey. The home is close to local shops and schools. The whole of the ground floor is used for childminding purposes. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may provide care for a maximum of six children under eight years at any one time. Of these, not more than three may be in the early years age group. When working with an assistant they may jointly care for nine children, of these not more than six may be in the early years age group. The childminder is currently caring for five children in the early years age group and two school-aged children. All children apart from one attend on a part-time basis. The childminder walks to local schools to take and collect children. She attends local toddler groups and childminding support groups. The childminder currently supports a number of children with special educational needs and/or disabilities. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming and inclusive home environment for children. Their welfare is promoted through many positive practices, although specific legal requirements in relation to suitable people are not currently met. Children are supported to make good progress in their learning. There are successful partnerships in place with parents, although systems for them to contribute towards their children's assessments are not fully developed. The childminder is committed to improving her provision for children and shows sufficient capacity to maintain its development. She has many positive self-evaluation systems, although these are not robust in identifying all areas for development.

What steps need to be taken to improve provision further?

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

- develop further opportunities for parents to review their children's progress

- regularly and contribute to their children's learning and development assessments
- develop further reflective practice and self-evaluation to identify the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive range of records, policies and procedures to support her childminding practices. All adults are vetted for suitability with the exception of an elderly relative. The provider failed to notify Ofsted of a change to those living on the premises. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. The impact on safeguarding children is minimal as they are always closely supervised. The childminder has a secure knowledge and understanding of safeguarding children procedures. She has attended recent training and demonstrates a positive approach to working in partnership with parents and outside agencies to help keep children safe. The childminder organises a safe and secure home environment for children. She has clear risk assessments in place for the home and for all outings that she enjoys with children.

The childminder promotes equality and diversity through her accessible and inclusive environment for children. They have ample space to play, eat and rest in comfort. The childminder has good quality resources which positively represent the children's home backgrounds. The childminder has successful partnerships with parents, outside professionals and with the schools that older children attend. Discussions and recent letters from parents demonstrate that they are extremely happy with the care their children receive. Parents' comments include, 'My children are very happy and settled. They have developed secure relationships with the childminder, who meets their individual needs very well.' The childminder works effectively with outside professionals to support children with special educational needs and/or disabilities. She has also attended additional training to support their individual needs in her provision. These strong partnerships support children's continuity of care. However, the childminder acknowledges that more could be done to support parents' involvement in their children's ongoing assessments.

The childminder demonstrates a positive commitment to improving her provision for children. Since her last inspection, she has attended numerous training courses to extend her knowledge and practices within the early years field. She has begun to develop positive self-evaluation systems to reflect on her practices. However, these systems are not robust in identifying specific legal requirements that must be met.

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

The childminder demonstrates a good knowledge and understanding of the learning and development requirements. She plans a broad range of activities and experiences that give due regard to all aspects of children's learning. Children enjoy a balance of adult-led activities alongside ample opportunities to initiate their own play. They have regular opportunities to play in the garden as well as trips to the local park, toddler groups and children's centres. The childminder has positive observation and planning systems to support children to enjoy and achieve within her provision. She works effectively with outside professional to provide additional learning support for children with special educational needs and/or disabilities.

Children are very happy and settled within the childminder's care. They confidently say goodbye to their parents when they are left in the mornings. Children are excited to access their designated playroom. They help themselves to the well-organised resources. Displays on the wall support their self-esteem as they can observe their art work and photographs of themselves. The childminder effectively interacts with children to support their language development. She asks them open-ended questions and encourages them to express themselves. Children enjoy early writing pursuits as they use chalk, crayons and pencils. Discussions demonstrate that the children have regular opportunities to visit the local library for story and singing sessions. Children are supported to develop good problem-solving skills. For example, they enjoy the challenges of completing puzzles and recognising familiar shapes within their environment. Children are confident to explore a range of electronic resources that support their understanding of cause and effect. Their creative development is promoted through a variety of experiences including painting, drawing and imaginative role play.

Children's welfare and general well-being is promoted through many secure practices overall. They are developing an understanding of dangers and how to stay safe. This can be evidenced in their participation in making safety signs which are displayed in the home. Children demonstrate that they feel secure. They have trusting relationships with the childminder and clearly enjoy her cuddles and warm interaction. Children develop a good approach towards living a healthy lifestyle. The childminder provides healthy snacks and meals. Children experience a broad range of energetic pursuits. For example, they learn to ride wheeled resources, to run, climb and balance, which all contribute towards their physical development and good health. Their personal hygiene is encouraged through the childminder's competent role modelling. Children behave very well and are polite and cooperative. The childminder provides a good role model and children respect one another's differences. Consequently children develop many valuable skills that help to set secure foundations 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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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	3
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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