

Inspection report for early years provision

Unique reference number	135832
Inspection date	30/01/2012
Inspector	Anahita Aderianwalla
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 has been registered since 1996. She lives in a terraced house in Edmonton, in the London Borough of Enfield. She lives with her husband, three adult children and a 10 year old child. The ground floor of the house is used for childminding purposes, which comprise of hallway, large open plan kitchen/living room. There is an enclosed garden available for outside play. The first floor of the home available to minded children, apart from the bathroom, and where children rest.

The childminder may care for no more than five 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. There are currently two children on roll and both are in the early years age group. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make reasonable progress in their learning and are beginning to organise and plan their own play. Systems for observations, assessments and planning are in place, but do not currently link to the six areas of learning or effectively identify children's next steps in learning. Satisfactory arrangements exist to help ensure children's safety. The childminder has developed suitable partnerships with other early years providers, and parents are kept generally well informed about their children's progress. The childminder has started to consider ways to make further improvements in the setting, although these currently do not include all aspects of the provision.

What steps need to be taken to improve provision further?

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

- further develop the records of observation and assessment and use the six areas of learning to plan the next steps in learning, to enable each child to make progress
- further develop the planning to ensure activities radiate from children's interests and link these to all the areas of learning, to provide purposeful challenge and enable children to build on what they already know and can do
- develop systems for the self-evaluation process that include all aspects of the provision, to clearly identify strengths and weakness in order to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder is vigilant and safety aware. She supervises children closely during play and implements frequent checks when they are sleeping. Thorough risk assessments of the premises and garden ensure potential dangers are identified and suitable measures are taken to minimise any risk to children. The childminder shows generally good knowledge of safeguarding issues and the procedures to follow to ensure child welfare concerns are identified and responded to appropriately. The childminder demonstrates a sound knowledge of the welfare requirements and of the written policies and procedures. She ensures all records are clearly ordered, well maintained and are stored securely to promote children's health, safety and welfare.

The childminder's friendly, warm and committed approach motivates the children and encourages their positive attitudes to learning. She is becoming increasingly familiar with the Early Years Foundation Stage Practice Guidance, providing a range of interesting activities and a broad range of well-organised resources to support their play and learning. Children benefit from good opportunities to learn about their own and other cultures. Resources depicting other cultures and festival celebrations help to raise children's awareness.

The childminder is motivated to seek further improvement and adopts appropriate levels of monitoring and analysis. She has attended a few training courses to increase her knowledge and skills of good quality practice and liaises with other childminders, to talk about practice issues. The childminder is beginning to review and action questionnaires from parents and children are involved in making decisions to some extent, although opportunities to actively gain their views and suggestions has not yet been fully explored. The childminder has begun to look some areas in her practice to identify strengths, and some areas for development to bring about some improvement to the setting, such as developing children's experiences in the garden and introducing new written observations.

Partnerships with other settings children attend are suitable and information is routinely shared and used effectively to support the children's individual needs. The childminder has a generally positive partnership with parents and relationships are well established. She seeks and takes account of the views of all her parents about important issues and shares her observations of children's achievements and well-being. Parents receive information through the parent welcome pack, about all aspects of the setting and its policies and procedures. In addition, there is a regular exchange of information with parents, providing them with sufficient information on their children's general well-being and some aspects of their progress. Each child also has a daily diary which is shared with the parents.

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

Children are making satisfactory progress with their learning and development. There are systems of planning and assessment in place. However, they are not fully effective as they are not clearly linked to the areas of learning and are not developed enough to challenge the children and ensure they develop to their full potential. The childminder has an understanding of each child's stage of development and particular interests. She uses this to plan some activities to help them make progress. For example, working to help very young children become confident communicators by using suitable language and asking open ended questions and using simple words that reinforce early language skills. She has started to record some observations and share these with parents in the children's diary. However, she is not confident in how the observations link to areas of learning to fully enhance the learning process for all children and plan for their next steps in learning.

Children respond well to the childminder's interaction and engagement in their play. They happily chat and make some response to questions and ideas from the childminder, who provides suitable levels of challenge. Children make some choices in their play. They laugh excitedly as they make up a game, smiling and jumping with excitement as they play with an assortment of small world transport toys, such as cars, trains, and fire engines. They make the sounds that the different toys make, saying 'broom, broom' and 'nee nor nee nor', as they role play with the fire engine. Children have close bonds with the childminder and play well with their peers. Children appear happy and very settled, displaying a strong sense of belonging. As a result, children show interest and ask questions about things around them. Children's pictures are displayed in their own scrap books and the use of frequent praise and encouragement helps value children's achievements and promotes their self-esteem. Children have opportunities to engage in creative play and occasionally explore and investigate using a variety of textures and materials in creative play. Children are aware of early problem solving as they undertake activities that encourage them to problem solve. For example, young children complete simple puzzles that allow them to place 3D wooden shapes in the correct hole or play with interactive toys that promote early number recognition.

Children enjoy daily walks to and from school and occasional opportunities to engage in large physical activities at the local park. They are beginning to gain awareness of the local community, and learn about the world in which they live, through enjoying daily tasks, such as shopping, posting letters or visiting friends. Children are confident to share news and to recall past events they enjoyed, such as going on the train, to the park and trips on a bus. Overall, children generally secure the skills they require in order to progress in their learning. Children are beginning to show understanding about healthy lifestyles and the importance of adopting good hygiene habits. Regular reinforcement and clear explanations result in children having an awareness of healthy routines. Children keep well hydrated through easy access to water and enjoy sufficient and balanced meals. Children learn to keep themselves safe through regular practice of the escape plan, daily

practice of the green cross code and frequent safety explanations while playing.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----