

## Inspection report for early years provision

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<b>Unique reference number</b>	160059
<b>Inspection date</b>	14/03/2012
<b>Inspector</b>	Carolyn Hasler
<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 was registered in 2000. She lives with her husband and adult children in Edmonton in the London Borough of Enfield, close to shops, parks, schools and public transport links. The childminder's husband works as an assistant. The whole of the ground floor and part of the first floor of the childminder's home is used for childminding.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly. She is a member of an approved childminding network.

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

Overall the quality of the provision is good.

Children's welfare and developmental needs are effectively met and they make good progress in their learning. The childminder works effectively with parents overall to help ensure children are offered consistency in their care and learning. Overall children learn to keep themselves safe and the childminder promotes their health and safety well. The childminder reflects on her practice and identifies areas she wishes to develop. She has acted upon recommendations from the last inspection and demonstrates a good capacity for continual improvement.

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

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

- develop further the two-way flow of information with parents by offering more opportunities for them to contribute towards their child's initial and ongoing assessments
- practice regular evacuation procedures with children and record any problems encountered and how they were resolved.

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

The childminder is secure in her understanding of her duties and responsibilities to safeguard children. Interagency links are made with professional bodies where

appropriate. The childminder and family members over the age of 16 have undergone appropriate suitability checks. Children's environment is risk assessed and a safe environment is maintained. However, the childminder has not yet practiced evacuation procedures with children to further promote their safety. Overall, children develop an understanding the boundaries of the setting. This helps them learn to play safely.

The childminder is proactive in accessing training and developing her knowledge in childcare. She shows particular interest in working with children with special educational needs and disabilities. She has maintained her paediatric first aid certificate. The childminder has addressed recommendations to improve documentation raised at the last inspection. She has improved the children's environment by enlarging the play area and reorganising resources. This provides children with easier access to toys to support their learning. The childminder understands her weaknesses and strives to develop her skills. She is ambitious and has aspirations to develop her outdoor learning environment and extend children's development in this area.

The environment enriches children's play and learning. Children have access to both inside and outdoor areas. Colourful toys and equipment are stored at low level and are easily accessible. The childminder effectively supports development. She models learning, engages children well and helps them to develop interests. She is beginning to develop initial assessment skills but is not yet sharing this experience with parents to establish starting points. Observation and planning skills provide clear information on children's progress and are clearly improving over time. Overall children make good progress as a result of the environment they are in and the activities they participate in.

The childminder promotes equality and diversity appropriately. She has a good knowledge of children's individual needs and background. Children have opportunities to play and learn with other children from local communities through outings to the children's centre. Learning resources reflect positive images of different ethnicities, gender, religion and disability providing children with opportunities to explore differences.

Partnerships with parents are strong. The childminder provides parents with a range of information about her service which includes policies and procedures. In addition, she talks to parents about children's home routines and their expectations of her. Daily record sheets and feedback time keep parents informed of what children have done throughout the day. Learning experiences for children are consistent between home and the provision. For example, both parents and the childminder take children to the same library to enjoy books and stories. Developmental journals on children are shared with parents. The childminder currently does not work in partnership with other early years professionals. However, she shows commitment to work effectively with others to promote continuity of care and learning for each child should the need arise.

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

Children are securely settled and happy and are building strong relationships with both the childminder and her assistant. Children are happy to accept close physical contact in the form of cuddles from both and make good eye contact. Children confidently explore their environment, they are inquisitive and show age appropriate independence skills. The routines of the day are familiar and therefore reassuring. The childminder confirms that children enjoy the company of other children during visits to the children's centre. They are learning socially acceptable skills such as sharing and turn taking. Children behave well and readily respond to the childminder's boundaries. Overall children gain good skills to keep themselves safe.

Children lead active lifestyles. They have a wide range of challenging equipment to choose from and develop coordination, balance and control in their play. Effective partnerships with parents ensure children make healthy choices in their diets and their needs are catered for. Children learn about personal hygiene. They are still reliant on the childminder for most personal hygiene tasks. However, they have a positive role model and take part in hygiene routines encouraged by the childminder. This fosters their understanding of the importance of good hygiene.

Children enjoy coming to the setting, they have lots to choose from and learning is exciting. They are vocal and share their feelings through both verbal and non-verbal means of communication. Conversations with the childminder effectively support emerging language. Children are clearly listening, absorbing and experimenting with sounds. Children are investigative and challenged in their learning. They have opportunities to explore size, shape and numbers. For example, children enjoy playing with shape sorters and different sized stacking boxes. They are counting in single units and learning their colours. Children have access to a variety of interactive games and experiment with leavers and buttons on pop-up toys. Equally, children explore a range of objects designed to encourage their awareness of different textures, size and weight. They receive positive interactions and are making good progress in their learning and development as a result of the care and attention they receive. This has a positive impact on their ability to access 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

<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	2
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

<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	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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