

## Inspection report for early years provision

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<b>Unique reference number</b>	140243
<b>Inspection date</b>	19/03/2012
<b>Inspector</b>	Anneliese Fox-Jones
<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 started childminding in 1989 and has been registered with Ofsted since 2001. She lives with her husband and two children, one of whom is 16 years old and one adult, in a house in the Tottenham area of the London borough of Haringey. Two rooms on the ground floor of the house are mainly used for childminding, with one bedroom upstairs used for children to sleep and there is a secure garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children aged under eight years, three of these may be in the early years age group, at any one time. When working with her husband, who is also a registered childminder, she may care for a maximum of eight children aged under eight years; of these, not more than six may be in the early years age group and of these, not more than two may be under one year at any one time. She also may provide overnight care for two children aged under eight years. Currently she is minding a total of four children in the early years age group. The childminder is available to collect children from the local school and attends the local toddler group with children on a regular basis. The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and highly inclusive service. She works in partnership with her co-childminder offering a variety of enjoyable and interesting learning experiences for children. Resources are used exceptionally well to promote children's learning and as a result children are making good all-round progress. Most records required for the safe and efficient management of the provision are comprehensively maintained. Good relationships are in place with parents, supporting consistency in meeting children's needs. The childminder has an accurate awareness of the strengths of her provision and her superb energy, enthusiasm and vision ensures continuous improvement, providing a service that is responsive to children's needs.

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

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

- ensure the record of risk assessment clearly states when it was carried out, by whom, the date of the review and any actions taken following a review or

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incident. (Documentation).

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

- extend records of risk assessment to include any assessments of risk for outings and trips

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

The experienced childminder works extremely well with her co-childminder. Together they organise the provision highly effectively, sharing tasks and spending plenty of time engaging with the children. The childminder has a good knowledge of safeguarding issues. She holds useful reference material to guide her in the event of any concerns about a child and fully understands her responsibility to help safeguard children's welfare. Most of the documentation required for the safe and efficient management of the setting is well-maintained. However, the record of risk assessment lacks detail and the childminder has not considered the benefits of keeping a written record of risk assessments completed for outings to aid future reviews. Suitable safety precautions are taken and children play in a safe and secure environment. They can help themselves to resources safely as they are stored attractively around the play area or on low level shelving.

Through her self-evaluation process the childminder has gained a clear understanding of the strengths of her practice and areas for improvement. Since her last inspection she has developed parents' involvement in children's learning by encouraging them to contribute to observational records. The childminder demonstrates a commitment to providing strong quality care and education. She continues to develop her knowledge and skills to promote better outcomes for children. She uses her experience and knowledge well and children greatly benefit from the close liaison between her and her co-childminder. Together they provide a homely and caring environment and demonstrate an excellent commitment to supporting children in their learning. Children's individual backgrounds, languages and cultures are enthusiastically valued within the provision. There is an extensive range of resources and activities used to help to promote a positive approach towards diversity and inclusion.

Professional partnerships with parents are well established and the two-way flow of information helps to ensure that children's individual needs are well met. Information about children's learning at home and the setting is exchanged and this is used to enhance children's learning and development. The childminder has a good understanding of children's starting points and interests and this has been integral in supporting children's learning and development. Parents are regularly informed about what their child has been doing or eaten through their daily discussions with the childminder. Photographs of children at play and information about the activities offered gives parents an insight into what their children have been doing. Parents report that they are extremely happy with the care their children receive; in particular the 'dedication and devotion provided. Also the

caring, loving and trusting environment, making any parent feel secure and at peace of mind'. The childminder demonstrates awareness of the importance of establishing links with additional educational settings that children attend to promote consistency of care. She works well in partnership with other agencies and parents to improve outcomes for children.

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

Children enjoy warm and affectionate relationships with the childminder. They are settled and at ease in the childminder's home. The children's learning environment is exceptionally well-organised and impressively encourages purposeful play and explorations, with a good balance of adult-led and child-initiated activities. The childminder works closely with her co-childminder in providing a range of interesting and enjoyable play experiences for children. These successfully promote children's development in all six areas of learning. The childminder offers good support to children, following up individual interests well, in order to promote their learning through play. Through good interactions in their chosen activities, she increases children's awareness of different concepts, such as number and shapes. Children are extremely happy in the setting and become absorbed in their play, for instance when pouring and shaping sand outside. They are encouraged to be independent and develop high levels of concentration. Children often receive individual attention and consequently acquire and develop new skills. In this way all children are well supported.

The childminder creates attractive profile records for each individual child. These include observations, noting their participation in activities and their achievements. She generally uses information gathered through observation and assessment well to plan for the next steps for children's individual learning. She is keen to develop the systems she uses to further promote children's learning and development. Children take part in a variety of creative activities, often using their own ideas. They explore different materials and learn about different countries. The childminder's professional approach towards diversity and inclusion ensures that children develop a very positive awareness of themselves and others within our wider society. Through their play, they learn about different people and cultures and how people celebrate their individual traditions all over the world. Children's communication, language and literacy skills are supported both through good quality interactions with the childminder, as well as through the frequent opportunities they have to look at books together, draw, paint and make marks on paper. Electronic toys are used skilfully to introduce children to technology.

Children develop high levels of confidence and independence because they are valued and encouraged at all times. Respectful behaviour and caring attitudes are reinforced and strategies for managing children's behaviour are appropriate for the children's level of understanding. For example, they learn to share toys and take turns when playing, to develop social skills that will stand help them in the future. There are excellent opportunities for children to take part in physical activities both indoors and outdoors. They access an impressive range of challenging resources

within the home and on various outings. They frequently visit local parks and drop in centres, where they increase their knowledge and understanding of the environment. Children's good health is promoted by the extremely good practice of the childminder. The cleanliness of all areas children use is maintained to an excellent standard and great care is taken to prevent cross infection. Children show an excellent awareness of good hygiene routines and healthy eating. They eat very well in the childminder's care. They enjoy healthy snacks each day and are given a variety of freshly prepared meals. Children are kept safe because of the effective measures the childminder takes to help protect children and to teach them how to keep safe. For example, on outings children learn how to cross roads safely and to be aware of strangers. Overall, children are happy and safe in the healthy environment that the childminder provides.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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

<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	1
The extent to which children make a positive contribution	1
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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