

Inspection report for early years provision

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Inspection date	01/05/2012
Inspector	Anahita Aderianwalla
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 2000. She lives in a semi detached house with her husband in the Edmonton area of the London Borough of Enfield. The whole of the ground floor of the premises, the first floor bathroom and one bedroom are used for childminding purposes. There is an enclosed garden available for outside play. The childminder may care for no more than four 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 is currently one child on roll 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 childminder keeps ornamental fish in the garden pond.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy their time in this relaxed childminding setting. The childminder provides activities that enable children to make good progress in most aspects of their learning and development. Children are supported well during play as the childminder recognises the uniqueness of each child. Effective working partnerships with parents help to ensure the children receive continuity of care. The required documentation is in place to promote and safeguard children's welfare. The childminder demonstrates a good capacity to maintain continuous improvement as she evaluates her provision well overall.

What steps need to be taken to improve provision further?

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

- provide an accessible range of resources and positive images that challenge children's thinking and help them to embrace diversity and difference
- extend systems to self-evaluate practice by, for example, making full use of parents' views to inform important decisions about the provision.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding children within the childminding setting. The childminder has a good understanding of child protection issues and of the procedures to follow if she has concerns about a child. Adults living in the

home have been fully vetted to ensure they are suitable to be in the presence of children. The childminder is vigilant about children's safety and carries out robust risk assessments both inside and outside of her home. She maintains fire safety equipment and has a written evacuation procedure. She practises fire drills with the children, so they become familiar with what to do in the event of an emergency. Overall policies and procedures are used effectively to promote the welfare and safety of the children.

The childminder promotes inclusive practice so that she meets the learning, development and welfare needs of all children. She raises children's awareness of different lifestyles through celebrating special events, such as birthdays, and discussing events in the community. However, children's access to resources to enable them to develop a wider respect for and insight into cultural diversity and disability is more limited. Apart from this one aspect, there is a wide range of play materials that support children's learning well. The childminder plans around the children's interests by regularly introducing different items that are stored elsewhere in the home. Children have plenty of space to explore the resources and equipment in comfort and safety.

The childminder recognises the value and importance of reflecting upon her practice and building on her existing skills to enhance her work. Since the last inspection, she has improved her record keeping maintaining an accurate record of fire evacuation drills and maintains a complaints procedure. This demonstrates a positive attitude to improvement. Although the childminder uses self-evaluation well overall, and includes the views from parents; she has not explored fully using children's views to inform her decisions about the provision.

The childminder has a highly positive relationship with parents. The childminder strives to provide a service that is inclusive for all children. During the settling-in period she gains information from parents about their child. This helps her to focus on each child's individual needs and to support his or her learning. Daily verbal and written feedback to parents keeps them very well informed about their children's progress, routines and activities. The childminder builds up good relationships with other settings that children attend and passes on any messages from nursery staff to the parents. The childminder provides activities to complement other provisions they attend to effectively enhance children's learning and progression. This successfully supports continuity in children's care and learning.

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

The childminder's warm and welcoming home environment helps ensure children's strong sense of belonging. They form close relationships with the childminder who has a lovely rapport with the children. Children quickly settle on arrival and straight away go and choose what toys they want to play with. Children express themselves creatively through a good range of mediums, such as painting, sticking, drawing, music, sand play and cooking activities. They enjoy creative activities, such as, making homemade dough and then using a variety of tools to

cut out shapes and create designs. Children take real pleasure in practising their writing skills on an informal basis, with the childminder's support on how to form different letters. Children show a great interest in books, which they access themselves, and like reading them with the childminder. Children develop early technology skills as they explore electronic toys, which help them to learn numbers, shapes and colours.

The childminder is perceptive to children's interests during self-initiated play and uses questions very successfully to support children's numeracy and language skills. Observations by the childminder monitor children's achievements and this information is used to plan activities to help each individual child move on in their next step of learning and development. Overall children develop a wide range of skills for their future well-being.

Gentle support from the childminder helps children learn how to behave. She also encourages the use of good manners, such as constantly saying 'please and thank you'. She offers lots of praise to develop their confidence, self-esteem and this helps children feel secure and develop a sense of belonging. Children also learn how to keep themselves safe when near roads or by practising emergency evacuation drills. Children are developing a very good awareness of what constitutes a healthy lifestyle. Physical activity is given high priority with the well-equipped garden and a plot of land in the local allotment being a great source of activity for the children. In addition, children visit the local parks, libraries and local shops.

Children benefit from the well-resourced home and garden where they can play and develop their understanding of nature. For example, through activities like planting vegetables that they take home and eat. Children enjoy exploring and investigating their community with planned visits to local libraries, local shops, as they walk and happily count the different types of cars and trucks passing.

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	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

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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