

Inspection report for early years provision

Unique reference number	135805
Inspection date	16/05/2012
Inspector	Aileen Finan
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 registered in 2000. She lives in the Edmonton area of the London Borough of Enfield. Childminding takes place mainly downstairs but children use a bedroom for rest periods and the upstairs bathroom also. There is an enclosed garden available for outside 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 six children under eight years at any one time and currently has five children on roll of which two children are in the early years age group and cared for on a full and part time basis. The childminder is also registered to provide overnight care for one child under eight years at any one time.

On the day of inspection no children in the early years age group were present.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a strong capacity for her continuous improvement. She has identified her strengths and acted upon the significant areas requiring development since her last inspection. The childminder has policies, procedures and risk assessments which support children's welfare, health and safety effectively. There are positive partnerships with parents. Overall the partnerships with other providers help to support children's development. Children are provided with a range of activities and toys that support their development well and overall cover all aspects of learning. Consequently, children are making good progress in relation to their starting points.

What steps need to be taken to improve provision further?

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

- engage further with other partners sharing the care of children to enhance the quality and continuity of children's learning and development
- develop the opportunities for children to be more curious, ask questions and find out why things happen/work/change.

The effectiveness of leadership and management of the early years provision

The childminder is aware of her responsibilities to safeguard the children she cares for and she has completed safeguarding children training. She understands the procedures to take should she identify any child at risk of harm and is aware of her

responsibilities to liaise with the appropriate child agencies. The childminder shares her effective policies and procedures with parents. She maintains all the required documentation that supports children's care, health and safety. For example the childminder appropriately maintains children's registration, accident, incident, medication records and attendance records. Risk assessments cover all aspects of the home and garden and the childminder conducts risk assessments for any outings.

The childminder has completed an evaluation of her practice and uses questionnaires provided to parents to inform her of the strengths of her provision. Since her last inspection she has met all three recommendations set and reviewed her understanding of the Early Years Foundation Stage framework and of how children learn and develop. As a result, she has a clear understanding of her practice. She is able to target minor improvements, and demonstrates a strong capacity for her on development as a childminder and in enhancing the outcomes for children.

Partnerships with other agencies and those sharing care of children are establishing. The childminder attends training through her local authority and has made links with the nursery a child in her care currently attends. As yet, this partnership is in its infancy. Although the childminder is aware of the necessity to support continuity of care for children's development and she has acquainted herself with topics the nursery use, she has not yet built this into her own planning for the individual child. The childminder has highly positive relationships with parents. There are clear and accessible channels in place for parents to communicate with the childminder, who keeps them up to date with timely information about their children.

The childminder promotes equality and diversity well. Children learn about each other's similarities, differences, cultures and languages from an early age. The childminder provides a wide range of good quality resources for children. They have easy access to these resources, which are suitable for their ages and stages of development. The childminder's home is welcoming and conducive to children's learning. Documentation and discussion shows that the childminder has a good understanding of each child's background and needs and can plan effectively for these.

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

The childminder is able to demonstrate how she can effectively plan for children's individual needs and describes how they are happy and settled. She explains how she provides a wide range of activities both in the home and on outings that take into account their starting points in development and ongoing learning. Development records show a delightful account of children's progress and are linked to the areas of learning. Photographs complement the written observations. Systems for planning for children's next steps and tracking their progress enable the childminder to understand any gaps in their development.

The childminder has a good understanding of the Early Years Foundation Stage framework and how children learn and develop. She describes how effective settling in periods help ensure she has a good understanding of children's backgrounds and starting points. The childminder explains how she provides regular opportunities to extend the important skills that children need for their future. For example in reading books together, communicating and talking about their day, providing activities which support numeracy, helping children to socialise and become confident around others. The children have displayed photo boards of themselves enjoying activities which cover all aspects of learning. Through children's development records it is clear that overall most aspects of the learning within the Early Years Foundation Stage are covered well. However, while opportunities are planned for children to learn about culture and the wider community and world, fewer opportunities support their curiosity and enable them to ask questions.

The childminder explains how she supports children to feel safe through taking part in regular fire drills and talking about and practising safe road crossing. The children display their house rules which explain about being kind, sharing, taking turns and helping to tidy up for example. Through discussion the childminder shows how she encourages children to take responsibility for small tasks to build their confidence and self-esteem. She has appropriate expectations of children's behaviour and explains how she always feeds back to parents about the overall positive behaviour children demonstrate.

The childminder encourages children to learn about healthy lifestyles and understand the importance of their own personal hygiene. Parents provide main meals which are nutritious and well balanced and the childminder provides children with healthy snacks. Records show she is aware of children's dietary requirements. The childminder describes how children have regular opportunities for exercise and fresh air. Children access a secure garden as an extension of the learning environment and the covered area allows children to be outdoors regardless of the weather. As a result children benefit from being physically active and fresh air.

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	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
--	---

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

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
--	-----