

## Inspection report for early years provision

---

<b>Unique reference number</b>	402897
<b>Inspection date</b>	15/06/2012
<b>Inspector</b>	Ileana Shirley-Smith
<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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 2001. She lives with her husband and their three children aged 13, eight and six years. They live in a five-bedroom house in the North London borough of Haringey, within a short walking distance of local parks, shops and schools. The childminder offers the dining room, play room and bathroom facilities on the ground floor for childminding purposes. There is access to the rear enclosed garden through the kitchen, on the ground floor. The childminder is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. She is registered to care for a maximum of four children at any one time, all of whom may be in the early years age group, and one of whom may be under the age of one year. Currently the childminder has three children on roll who attend various sessions. She supports children with special educational needs and/or disabilities and children who learn English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happily settled and kept suitably safe, although several specific legal requirements are not met. These oversights relate mainly to documentation. The playroom offers a multitude of toys and resources but children struggle to access them independently. The childminder's attempts to support children in learning are not always effective and children have limited opportunities to explore and discover by themselves. As a result, children make satisfactory progress overall in their development and learning. The childminder undertakes training and plans suitable future developments. She demonstrates an adequate capacity to improve overall, but has not addressed all recommendations from the previous inspection.

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

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

- conduct a risk assessment and review it regularly - at least once a year or more frequently where the need arises (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register) 03/07/2012
- keep a record of risk assessment clearly stating when it was carried out, by whom, date of review and action taken following a review or incident (Statutory Requirements) 03/07/2012
- devise a complaints procedure and make it available to 03/07/2012

parents (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register)

- request written parental permission to the seeking any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 03/07/2012
- maintain a daily record of the children's hours of attendance. (Documentation)(also applies to both parts of the Childcare Register) 03/07/2012

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

- continue to improve your knowledge and understanding of the Early Years Foundation Stage so you can effectively support children in their communication, language and literacy skills in English
- create a stimulating environment that offers a range of activities which will encourage all children's interest and curiosity, both indoors and out
- observe what children do and analyse your observations so you can plan activities for further learning.

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

The childminder is aware of maintaining a safe environment for the children and, for example, makes sure entrances are securely locked. She does not carry out a risk assessment and review it annually, however, to identify aspects of her home environment that need to be checked on a regular basis, or maintain a record of this assessment, which is a breach of a legal requirement. The childminder and her husband have been vetted by the Criminal Records Bureau as suitable adults to care for young children. The childminder has good knowledge of safeguarding with regard to child protection issues. Although the childminder shows understanding of her responsibilities to protect children's welfare, she does not always follow required procedures, such as keeping a daily record of children's hours of attendance or seeking parents' permission for emergency medical treatment. These are further breaches of specific legal requirements and have the potential to impact on children's welfare in an emergency. The childminder has undertaken training in food hygiene, so she knows how to prevent cross infection.

The childminder supports children appropriately in their play but children's progress is not monitored as well as possible against their starting points. The planning of activities meets some of the children's needs and adequately caters for their further development.

The childminder offers a multitude of resources and toys, and begins to store these in accessible storage units, so making it easier for children to choose what they want to play with. This process is not completed, however, and as a result, currently children struggle to select resources independently. Nevertheless, this

reorganisation indicates the childminder's ability to think about and evaluate her practice in order to make suitable improvements for the children's benefit. The childminder plans some enjoyable opportunities for children to be creative and musical, but younger ones have fewer chances for creative experiences or for exploration and discovery.

The childminder makes use of wider partnerships to support children's development, for example, by collaborating with other early years professionals. This helps the childminder to broaden her knowledge. The childminder regularly visits local parks, the Sure Start centre and the public library with colleague childminders, which enriches children's experiences. She maintains trusting relationships with parents and adequately collaborates with them for the benefit of the children, but she does not provide them with information about how to make a complaint, as required. The childminder includes children from a variety of cultural backgrounds in her care. She supports children adequately in developing their spoken English.

The childminder has suitable plans to drive improvement, including developing the premises and resources. Her future vision includes plans to develop the outdoor play environment. The childminder is aware of coming changes and continues to study the newly revised Early Years Foundation Stage, coming into force from September 2012. The childminder does not systematically evaluate her provision, however, and overlooks some requirements.

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

The children play well and are happy in the childminder's home showing a sense of belonging and security. They behave well in a structured routine and know what is expected of them. The day's routine includes a rest time, and a separate room with a cot allows younger children to rest undisturbed. The downstairs toilet room is readily accessible to older children who can wash their hands independently. The childminder assists babies in their personal hygiene without having to go upstairs, so she may still supervise others.

Children enjoy several creative resources, such as using crayons and wearing dressing up hats. Younger children constantly need the childminder's support, however, having fewer opportunities to be creative and explore independently. Sand play is stored outside, for example, and there are no other tactile materials available. The childminder plays with children and introduces them to numbers and counting. Children enjoy looking at books and putting puzzles together with the childminder's help. They sing and dance to the music and they play on electric pianos. Older children explore shapes and colours in their pictures. All such experiences help children gain suitable skills for their future lives.

In the garden, there are several planting beds with beans and sweet peas, which the older children have planted. Children take photographs of plants and compare how high these have grown. In this way they learn about some of the origins of

foods they eat and to learn about healthy eating. The childminder supports younger ones appropriately, so they eat pureed foods suited to their requirements, as she feeds them.

The outdoor play space is large and has hard surfaces on which children can use wheeled toys and tricycles, real pushchairs and dolls' buggies. Children enjoy being physically active and enjoy pretending they look after 'babies'. A small climbing frame with slide is available for younger children in fine weather. The childminder plans to install a safe surface under the climbing frame, to limit dangers of accidents and make the slide available all year round.

The childminder maintains consistent relationships with parents through monthly meetings, creating an opportunity to share concerns and information about children's growing needs. However, she does not use a systematic way to record children's progress. This means that experiences and activities offered do not always match children's learning and development needs as closely as possible.

The childminder collaborates with other childminders in the area and together they visit the local children's centre on a weekly basis, so children socialise with others. She regularly takes children to the local public library, thus offering children additional story-telling and singing sessions. These visits broaden children's experiences and help them develop their listening skills, which is important for 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as stipulated on the compulsory part of the Childcare Register (Suitability and safety of the premises and equipment, Procedures for dealing with complaints, Records to be kept)(also applies to the voluntary part of the Childcare Register) 03/07/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as stipulated on the early years section of the report (Suitability and safety of the premises and equipment, Procedures for dealing with complaints, Records to be kept)(also applies to the voluntary part of the Childcare Register) 03/07/2012