

Inspection report for early years provision

Unique reference number	135433
Inspection date	21/06/2012
Inspector	Liz Corr

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.

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 1996. She lives with her husband and three adult children. They live in the Ponders End area of the London Borough of Enfield. Children have access to the whole of the ground floor. A garden is available 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 six children at any one time, of who three may be in the early years age group. There are two children in the early years age group on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children form positive relationships with the childminder and are happy and secure in her care. She supports their learning adequately although systems for observing and assessing their development are not fully established. The childminder maintains positive partnerships with parents but does not routinely involve them in setting future learning and development goals for their child. She has developed basic systems for maintaining records but some legal requirements relating to documentation have not been met. The childminder is beginning to reflect on her service and is developing an awareness of her strengths and the areas that need further improvement.

What steps need to be taken to improve provision further?

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

- maintain records required for the safe and efficient management of the setting and to meet the needs of the children (Documentation) (this also applies to both parts of the Childcare Register). 13/07/2012

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

- improve systems to observe and assess children's progress to plan for the next steps in their learning
- involve parents in contributing to the systems for assessing children's starting points and continuing their learning at home
- strengthen systems for reflective practice and self-evaluation to identify the settings strengths and priorities for development that will improve the quality

of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has received training to support her role of protecting children. She has a clear procedure to follow in case she has any child protection concerns and knows which agencies to report to. The childminder takes sufficient steps to promote children's safety in the home and on outings. Documentation systems are satisfactory overall. The childminder completes records of children's attendance but does not store these for the required length of time. In addition, she has not obtained any emergency contact numbers from parents. These are breaches of the requirements of the Early Years Foundation Stage. The childminder provides some basic policies and procedures to underpin her service.

Appropriate consideration is given to safety in relation to fire prevention. Fire safety equipment in the home promotes children's safety. The childminder maintains her home well and toys and equipment are clean and safe. Children have good space to explore and access the effective range of resources, which are easily accessible. However, opportunities for children to access natural resources to help them to explore their senses are not as plentiful.

The childminder provides an inclusive environment and makes her home welcoming to children. She has a sound knowledge of the Early Years Foundation Stage framework and an appropriate awareness of the children's developmental abilities. However, she does not have a fully effective system to regularly observe and assess their progress towards the early learning goals. As a result, she does not clearly identify the next steps of their learning.

The childminder appropriately promotes children's awareness of equality and diversity using her range of books and play equipment showing different cultures, race and ability. She has experience of effectively caring for children with special educational needs and/or disabilities.

The childminder builds positive relationships with parents. They are encouraged to share information about their child at the start of their placement. She has begun to ask for their feedback on her service, which is positive. There is a regular exchange of information providing both parties with appropriate details on children's achievements. However, the childminder does not provide opportunities for parents to contribute to the systems for assessing children's starting points and in continuing their learning at home. The childminder has developed adequate partnerships with other providers of the Early Years Foundation Stage in order to promote continuity of care and learning.

The childminder has begun to review the service she provides. She has received support from her local early years service and has attended some training sessions. The childminder has identified some areas for improvement including her systems for documentation, observation, and assessment, which demonstrates a

satisfactory capacity to maintain continual improvement.

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

Children are relaxed and happy in the childminder's care. They make satisfactory progress and confidently explore their surroundings, helping themselves to the toys and equipment available. The childminder is warm and friendly to the children. She attends to their individual care needs and provides effective support as she sits at their level, talking to them while they play. Children are learning skills for the future as the childminder encourages their language development. When children play with the toy telephone, the childminder encourages them to pretend they are talking to their parents providing new words and extending their vocabulary. They enjoy push button toys, especially a toy merry-go-around. Children are delighted as they push the buttons and hear a recorded voice telling them the names of the animals. The childminder re-enforces their understanding by repeating the animal names and linking this with songs they know. Even very young children enjoy opportunities to develop their imagination and to role-play. For instance, they become absorbed in their play with the toy dashboard and steering wheel mimicking the sounds of a car engine. Children show they are happy as they smile and laugh with the childminder. They receive appropriate support, which increases their concentration. Children receive praise for their achievements. The childminder further promotes their good behaviour as she rewards them with stickers for their hard work.

Children are learning about healthy lifestyles as they help themselves to fresh drinking water when they need to, as their drinks are available at their level. They have hygienic facilities for hand washing and nappy changing as the childminder ensures this area is well organised and clean. They have appropriate opportunities for indoor and outdoor physical play. They use the childminder's garden and space indoors to be active and develop co-ordination skills.

Children demonstrate an appropriate sense of security with the childminder. They are learning appropriate ways to keep themselves safe. The childminder reminds them how to cross the roads safely on outings. They are beginning to develop an understanding of how to keep safe in an emergency as they practise the childminder's evacuation procedure.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	3
The extent to which children develop skills for the future	3

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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 specified in the early years section of the report (Records to be kept) 13/07/2012

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 specified in the early years section of the report (Records to be kept) 13/07/2012