

## Inspection report for early years provision

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<b>Unique reference number</b>	140303
<b>Inspection date</b>	14/06/2011
<b>Inspector</b>	Siobhan O'Callaghan

<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 was registered in 1985. She lives with her husband; her adult son; his wife and their three adult children. She co-childminds with her daughter in law who is also a registered childminder. The family lives in Turnpike Lane which is situated in Hornsey. The home is close to local shops and schools. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of four children under eight years at any one time, of these, not more than three may be in the early years age group. However, when working with her co-childminder they may jointly care for eight children under eight years, of these no more than six may be in the early years age group and of these no more than two may be under one year at any one time. The childminder is currently jointly caring for eight children in the early years age group; three children attend full-time whilst five children attend on a part-time basis. The childminder attends local toddler and childminding support groups. She 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 works collaboratively with her co-childminder to provide a welcoming and child-centred home environment for children. The strong partnerships that have been established with parents support children's continuity of care and most aspects of their learning within the provision. Children's welfare is protected through a comprehensive range of records, policies and procedures which overall, help to keep them safe. Children are making good progress overall in their learning and development as activities and experiences are planned around children's interests and abilities. The childminder demonstrates a positive approach towards developing practice to bring about further improvement.

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

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

- carry out a full risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare). 01/07/2011

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

- develop ways in which parents are able to contribute to their children's assessment records
- develop further self-evaluation systems to continually assess all aspects of the provision and therefore, improve outcomes for children.

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

The childminder has established a comprehensive range of records, policies and procedures with her co-childminder. Documentation supports most aspects of the Early Years Foundation Stage requirements. There are robust procedures in place to ensure that all adults living within the home undergo essential suitability checks. The childminder demonstrates a good knowledge and understanding of safeguarding children procedures, all relevant literature and policies are in place to share with parents. There are effective monitoring systems in place to record, discuss and monitor any pre-existing injuries. The childminder demonstrates a commitment to working in partnership with all agencies to protect children's welfare. Children are cared for in a safe and secure home environment as continual risk assessments are conducted to support the monitoring of potential hazards. The childminder demonstrates a sound knowledge and understanding of how to keep children safe on outings. However, she has not considered the need to risk assess each outing to ensure that all safety implications are considered, which is a breach of requirements.

The childminder organises an accessible and inviting environment for children where they are able to make choices from a broad range of good quality resources. The childminder promotes inclusion through her effective interaction with children as she supports children of all ages in enjoying the wide range of experiences available to them. Children play with a good range of multi-cultural resources and observe posters and pictures within their environment which support them to develop a positive view of themselves and others. The childminder values working in partnership with parents and seeks their views through parental questionnaires. Parents' recent responses to these satisfaction surveys demonstrate that they are very happy with the care their children receive. Parents comments include: 'I am very happy with our child's care who really loves to come and very much enjoys spending time with the other children. I feel my child is cared for in a warm, supportive family environment.' Overall, these positive partnerships promote secure and trusting relationships. Nevertheless the childminder acknowledges that more could be done to involve parents in their children's ongoing learning assessments. There are currently no children who attend other early years provision or require input from childcare professionals. However, the childminder is fully aware of the importance of working in partnership with all agencies involved with children to support a continuous approach towards meeting their needs and supporting them in reaching their milestones.

The childminder is an experienced early year's practitioner with over 26 years service of working with children. She demonstrates a strong commitment to developing her practice; she has attended ongoing training events to develop her

knowledge and understanding of working with children in the Early Years Foundation Stage. She continually reflects on all aspects of the provision with her co-childminder as they have daily discussions about how their day went. They are now embarking on more formal self-evaluation systems so that clear targets can be set to implement improved outcomes for children.

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

Children are happy and content within their environment. They interact confidently with their peers and demonstrate that close friendships are important to them. It is evident that they have developed warm and trusting relationships with both childminders as they approach them for support and attention. The childminder effectively plans a broad range of opportunities for both adult-led and child initiated activities and experiences which give due regard to all areas of children's learning. There is effective use of the outdoor learning environment where children spend long periods of time enjoying a variety of experiences. The two childminders work collaboratively in all aspects of the children's care including sharing the cooking and preparation of meals. However, they manage their own observation records for their key children to support an individual approach towards planning for their next steps.

Children are developing good independence skills as they confidently access their environment and the many resources that are available to them. They respond positively to the praise and recognition they receive. For example, older children are motivated to help tidy their environment after their play. Children's self-esteem is fully promoted as their photographs and art work adorn the walls of the childminder's home. They are developing excellent communication skills as they confidently inform the inspector of their names and excitedly talk about their favourite activities such as engaging in role play and playing with the sand and water. Children enjoy many creative pursuits as they play purposefully and imaginatively in the pretend shop where they can buy and sell a range of items. Their knowledge and understanding of the world is explored through many practical experiences such as planting and growing seeds and learning how to help them grow. Children are developing a range of mathematical concepts as they engage within cooking activities and explore measurement during water play as they learn to fill a variety of containers.

Children's welfare is promoted through many positive practices within the provision. For example, children are developing a good awareness of their personal safety as they discuss the importance of why they need to put on sun-cream and wear hats because the sun can be harmful to their skin. They are developing effective personal hygiene habits as they wash their hands at appropriate times of the day. Children are offered healthy and nutritious snacks and meals which contribute to their good health. They have successful opportunities to engage within energetic physical play as they visit the local parks where they can run and climb; they also enjoy opportunities to ride small wheeled resources in the garden. Overall, children are busy and engaged within their environment, they play

harmoniously with their peers and demonstrate polite and respectful behaviour as they follow the positive adult role models presented to them. This in turn supports children to develop many valuable skills which help to set secure foundations for their 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>	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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

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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	3
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

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