

## Inspection report for early years provision

---

<b>Unique reference number</b>	135547
<b>Inspection date</b>	24/06/2010
<b>Inspector</b>	Shaheen Belai

<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 rates 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.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

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 2009

## 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 was registered in 1996. She lives with her adult daughter and another adult member of the household in Bush Hill Park, within the London borough of Enfield. The whole of the ground floor of the house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, of which three may be in the early years age group. She is currently minding three children 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 is a member of a local childminder support group, she attends a number of drop-in groups at her local children's centres and makes use of other community facilities such as parks and libraries.

The childminder has a dog and a tortoise.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has developed a good relationship with children in her care who are settled, enabling them to develop a strong sense of belonging. Children are progressing well in their learning and development. The childminder gathers all relevant information to support children's individual needs and interests. She has started to consider how to use this to formally support their continuous development. Regular communication with parents contributes to continuity of care. The childminder has recently begun to evaluate her practice and is able to demonstrate areas for improvement.

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

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

- ensure that hazards in the outdoor area are kept to a minimum by addressing potential risks (Suitable premises, environment and equipment) 08/07/2010

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

- support all abilities in supporting independence and early reading skills with the use of picture labelling along with existing text print
- develop a system of maintaining a record of visitors to the premises
- develop on current systems of self-evaluation, to reflect on practice and identify strengths and weaknesses in order to improve the outcomes for children

- ensure that records maintained for emergency evacuation drills include time taken to evacuate the premises
- detail daily/weekly activity plans to clearly identify what are the main play activities/resources on offer, and their intended learning outcomes for the children.

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

Children's welfare and safety is promoted appropriately. The childminder has a sound understanding of safeguarding procedures and her role in protecting children from abuse. Children receive high levels of supervision and adult attention which contribute to their safety and welfare, although potential risks in outdoor safety are not fully addressed. Adults living in the home have submitted to suitability checks to contribute to children's safety. However, the childminder does not maintain a record of visitors to the premises. Regular risk assessments are carried out for the premises, equipment and outings. These measures enable children to explore the setting with minimal risks posed at them. All required documentation is in place to support children's welfare. Emergency evacuation procedures are in place and practised, with records maintained. Although, the childminder does not record the time duration of the practise drills to evaluate the efficiency to enhance children's safety. The childminder works closely with parents and has developed close professional relationships with them. Parents have access to the childminder's policies and procedures. She seeks their views and comments through daily handovers, and has begun to provide parents with parental questionnaires. Parental feedback is positive about the service provided by the childminder. Systems are in place for sharing and gaining information on a formal basis, such as the use of a diary or by texts if parents prefer these. Information regarding the weekly activities and the six areas of learning are in place, yet these are not detailed to inform parents clearly as to what specific activities and resources their child have participated in. The childminder is aware of developing links with other agencies to extend continuity of care, for example if children attend other settings. The childminder manages and organises her setting well with a routine in place which includes regular attendance at community groups, meeting with other childminders in their homes and using local parks. The childminder promotes equality and diversity, with a developing range of resources and activities.

Since the last inspection the childminder has taken positive steps to attend further training and has welcomed the regular input of her local authority advisor. This has enabled her to have a better understanding of the Early Years Foundation Stage, particularly in the area of assessing children's learning and development. She has met actions raised at the last inspection well, as this now contributes to children's developmental progress. She is committed to improvement, such as attending further training and continuing to develop children's observation assessment. Although the childminder has begun to evaluate her provision via the input of her local authority advisor and feedback from parents, she is yet to develop a suitable system to self-evaluate and use this to clearly identify and promote outcomes for children.

The childminder has started to carry out brief planned observations and developing a profile which includes examples of children's work and photographs. System developed recently for assessing children's development address the learning outcomes, and link these to identify the next steps in children's learning and development.

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

Children have a strong sense of belonging, are happy and confident in the care of the childminder and the surroundings. They settle into play with ease, as the childminder ensures play materials are set out for them and reflect areas of their particular interest or development. Young babies are cuddled and held warmly as they receive comfort or are bottle fed. Older children spontaneously seek out the childminder for hugs. This reflects the trusting close relationships in place. Children receive good levels of adult interaction, as the childminder sits with the children and plays with them, supporting their learning. Positive interaction between the childminder and children supports the development of language skills, as they chatter with each other as they engage in play. Young babies are talked to or sang to as they play or as they are being fed. Children receive support as they sort out cars in colours and learn to count. Young children's emerging language development is supported by naming objects as well as using words in their home language. Young children love to knock down towers, explore different sounds and play with levers and switches to support their cognitive development. The childminder ensures children have ample opportunities to explore a range of creative materials, such as using paints, sticking materials and various textures to promote creativity. The regular use of the outdoor area and local parks, allows children to develop a range of physical skills, as they learn to run around obstacles and explore the environment. Children show great curiosity to explore the garden for slugs and spiders. They learn to take responsibility as they nurture the tomatoes and pumpkin plants they have grown. Children are confident to share their ideas and address their needs. For example, when they need additional resources to extend on their imaginative play, the need to visit the bathroom or if they need additional food and drink. Independence is strongly supported with resources set out mainly at low level. In addition, some text labelling has been introduced although not all children have developed early reading skills.

Children behave very well and benefit from gentle reminders, positive praise received, the close supervision and the interaction of the childminder. Children learn to take responsibility for their actions and to develop a sense of belonging, as they assist with helping to clear away resources. Gentle reminders ensure children learn how to keep themselves safe, such as not to swing on chairs. Children's health is promoted well and the childminder seeks information regarding any health or dietary needs. The childminder is trained in current first aid and food hygiene. She has effective systems in place to address any health and safety issues, such as the administration of medications and addressing accidents. Children contribute to what food they wish to eat, which the childminder takes into account when planning the daily menu which reflects a healthy and nutritious diet.

In addition, children participate in making sandwiches for their lunch or snacks. Children eat at their own pace, in comfort and are able to have additional helpings if they wish. Young babies are fed and rest according to their individual routine and parental wishes.

## 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>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	2

### 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	2
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: Met

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