

Inspection report for early years provision

Unique reference number	EY346849
Inspection date	22/02/2011
Inspector	Rosemary Coburn

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.

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Description of the childminding

The childminder was registered in 2006. He lives with his wife and seven month old child in a four bedroom house in the Palmers Green area of London Borough of Enfield. The childminder uses the whole of the ground floor of the premises for childminding purposes which has a good level of access. There is a secure outdoor area for outside play. The childminder is currently registered to care for five children under eight years, of these two may be on the Early Years Register. The childminder is currently registered on the Early Years Register and on the compulsory part of the Childcare Register. The childminder is available to collect children from the local primary school. There are currently eight children under five years on roll. The childminder 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 successfully promotes all aspects of the Early Years Foundation Stage framework within an inclusive and enabling environment. Children are provided with an excellent range and depth of toys, equipment and play materials to support them in making good progress. Resources are effectively deployed. Procedures for safeguarding children are robust and the childminder works to a very high standard in partnership with parents. This contributes to children's welfare, learning and development needs being effectively supported and promotes outcomes for children. Systems for planning activities and observing children are exemplary. This supports children in the early learning goals. The childminder demonstrates that he has the capacity to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- further develop systems for self evaluation

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding about child protection procedures and he knows where to make referrals. This means that children are appropriately protected. He has an up-to-date first aid certificate and obtains parental consent for outings and emergency medical treatment for all children in his care. The childminder maintains extensive risk assessment records and safeguarding requirements are very firmly in place. Consequently, should any accident occur or

if he has concerns about the well-being of the child suitable measures are taken and appropriate procedures are followed respectively.

The childminder demonstrates a good understanding of the benefits of seeking relevant support and advice from external agencies. Adults have a clear understanding of their roles as educators and the effective deployment of resources provide all children with very easy access to a good range and depth of toys, play materials and learning opportunities. A good balance of adult-led and child-initiated play experiences supports children's learning in an inclusive and enabling environment where they make very good progress in relation to their starting points.

Adults work well as a team and clear communication, good daily routines and comprehensive systems which record what children have done and achieved during the course of their time in the setting provide children with a stimulating and well-balanced programme. The childminder has developed highly effective systems to share the day to day management of children's individual needs with parents. All policies and procedures are shared with parents from the outset to ensure that they are exceptionally well informed. Consequently, the childminder demonstrates a thorough understanding of the benefits of engagement with parents in order to support the needs of all children. This sharing of information supports children's welfare, learning and development needs being effectively met, while promoting the uniqueness of the child, equalities and diversity.

The quality of the setting's self-evaluation gives the childminder an understanding of the strengths and weaknesses, and how he can build on what has been accomplished so far in order to reinforce the provisions continuous improvement.

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

The childminder demonstrates a thorough understanding of the learning and development and welfare requirements of the Early Years Foundation Stage. He has developed highly effective assessment systems for observation, planning and evaluation to support children's learning. Areas of learning are built upon the child's starting points and the next steps to support them in achieving the early learning goals. Observations and assessments to plan for the needs of the child are meticulously and confidentially recorded on IT systems and transcribed in the form of individual profile books which are linked to the Early Years Foundation Stages which supports children in the next steps. This promotes outcomes for children and reinforces effective partnership working with parents. This is because parents are provided with exceptionally clear information about their child's stage of development and they form an integral part of the child's assessment and planning cycle. Consequently, the uniqueness of the child is supported in an inclusive environment.

Children benefit from playing in a spacious well-organised environment which allows them to move around independently and play safely. Effective risk

assessments indoors, outdoors and on outings reduces potential hazards. This provides children with unlimited opportunities to explore their learning environment without danger. Good daily routines and suitable measures, for example regular fire drills help children develop a very good awareness of safety within the setting.

The balance of child initiated and adult led activities and learning opportunities takes place inside and out. Highly effective daily routines and the benefits of a secure outdoor play area, equipped with a good balance, range and selection of large and small play equipment give children good opportunities to practice and develop physical skills and promotes their understanding of adopting healthy lifestyles. Children enjoy attractively presented, healthy and nutritious snacks and meals and know that healthy food is good for them. Regular outings to the park and local under eight provisions help children to understand that regular exercise contributes to good health. This also supports children's personal, social and emotional development as they learn to communicate and develop good relationships.

Children's speaking and listening skills are developing well. Children are confident, active and are able to make them selves understood through language and actions. Resources are non-stereotypical and show images of all aspects of society. The childminder plans and organises children's activities to ensure that every child receives enjoyable and challenging learning and development opportunities and this helps children to understand and respect other cultures and develop a positive attitude toward diversity. Children for whom English is their second language are supported in learning about themselves and the world around them as adult's talks, interacts and supports children's learning and development using both English and Polish language. There are good systems in place to support children who have special needs. Close liaisons with parents and outside agencies ensures all children's needs are well planned for and met. Children learn important social skills such as sharing and listening to each other. The childminder manages children's behaviour through good explanation that helps them to learn right from wrong and teaches self-discipline. This means that the childminder provides an equitable and inclusive provision for all children and families from different backgrounds, and there are excellent systems in place to enable parents/carers to be involved in children's development.

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	1
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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	1
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