

Inspection report for early years provision

Unique reference number	EY359976
Inspection date	23/10/2008
Inspector	Patricia Ann Edward

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2007. She lives with her husband and two children aged four years and two years in the London borough of Merton. The whole first floor and the first floor bathroom and toilet are used for childminding purposes. She attends the local parent and toddler group and takes children to the local parks and library.

The childminder is registered to care for four children, two in the early years age group and two in the later years. She is registered on both the compulsory and the voluntary parts of the Childcare Register. There is currently one child on roll, one of whom attends on a full-time basis.

Overall effectiveness of the early years provision

The children are happy in the care of the childminder who creates a welcoming environment. She knows the children well and supports inclusive practice by gathering information about their specific requirements at the start of the placement. This promotes positive outcomes for all children. She has organised her training programme to promote improvement in the overall quality of her childcare practice and has developed positive partnerships with parents.

What steps need to be taken to improve provision further?

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

- continue to build on knowledge and understanding of the Early Years Foundation Stage framework.

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

- ensure risk assessments clearly identify aspects of the environment that need to be checked on a regular basis, with particular attention to the smoke alarms, garden drains and outings.

03/12/2008

The leadership and management of the early years provision

The environment is child centred and welcoming to children and parents, displays of posters and children's photos promote a sense of belonging. The childminder is committed to meeting children's individual needs and is enthusiastic to attend further training. She recognises the importance of continuous improvement and she is beginning to identify the strengths and weakness of her provision. The childminder has effective systems in place to safeguard children. She ensures that all adults who come in contact with children are suitable. She understands her role

in safeguarding children and is aware of the procedures to follow if she has concerns about children's welfare. Consequently, she promotes the majority of outcomes for children very well.

The childminder is proactive in working in partnership with parents. She provides a fully inclusive environment which makes parents and their children feel welcome. The childminder has developed a port folio which includes a detailed range of written policies and procedures that cover all aspects of her practice, in addition to keeping all required records. Copies of these policies are given to parents and are discussed at the introductory meeting, which helps them to forge effective working relationships and a shared understanding from an early stage. Parents are provided with a wealth of information about their children's care and learning and development. They are very well informed of their children's routines, activities and progress through a number of methods such as the childminder's information booklet, individual daily diaries, verbal daily feedback and the opportunity to view developmental records and meet with the childminder as and when they wish. Generally good information about the children's welfare is obtained from parents, at the beginning of the placement, although currently this does not include information about children's starting points.

Children learn to keep themselves safe through the positive procedures the childminder follows. They learn about road safety during outings, and the regular fire drills they practise are well documented. This develops children's understanding of how to evacuate the premises in the event of an emergency. Visual checks of all areas inside the home are carried out to ensure space remains safe for children and written risk assessments are in place. However, the risk assessments are not sufficiently comprehensive. For example, risk assessments for outings and the garden are not included.

The childminder is developing a positive understanding of the areas of learning which she uses to provide a balance of adult and child initiated activities. As a result, children are making good progress towards the early learning goals. She devises long, medium and short term plans based on themes, such as Halloween, Diwali, Christmas and Easter. She promotes inclusive practice by ensuring all children are treated as individuals and have access to a good range of resources and opportunities that promote diversity and equality. For example, resources show different images of races, languages and cultures although currently do not reflect people with varying abilities and disabilities. Good use is made of parks and toddler groups. These experiences enable children to learn about their local community. As a result, children receive enjoyable experiences across the six areas of learning.

The childminder's recognises that observations and assessments she completes are an ongoing area for development. Her current systems are effective because she knows the children well and provides and promotes activities to ensure children make good progress. The childminder encourages children to share resources and show consideration for others by establishing consistent boundaries. The children benefit from the childminder's knowledge and understanding of age appropriate behaviour strategies.

The quality and standards of the early years provision

The children are developing a strong sense of belonging. The childminder is caring and takes positive steps to build secure relationships and bonds with them. She implements simple rules, which are explained clearly and are consistent. Children benefit and thrive from the verbal praise and attention that they receive. This further develops children's sense of belonging and their self-esteem. Children enjoying being creative and have access to a good range of activities and opportunities that develop their skills in this area. They skilfully manipulate the plasticine using their fingers, and a selection of one handed tools, such as rolling-pins and cutters to create a multitude of shapes.

Children are developing a love of books and they enjoy story times by listening to favourite stories such the 'bus book'. The childminder extends the activity by singing a related song, and children join in and go on to draw pictures of the buses. Discussions about sad and happy faces help children to consider other people's feelings and respect each other as individuals. The childminder's observations are in their early stages and she is in the process of formalising these to ensure the next steps for individual children's learning go on to inform her planning, in order to maximise children's abilities to make progress. The childminder makes a record of children's achievements in individual files containing written observations, photographic evidence and their artwork. For example, photographs illustrate children's dressing up in saris and involved in activities at the local play group.

Children are cared for in a clean and safe environment where effective measures are taken to protect them from the spread of infection and keep them secure. They enjoy a healthy, well balanced diet and are learning about healthy eating. Mealtimes are enjoyable, social occasions where children sit together to eat well-presented, healthy nutritious, freshly prepared meal and snacks. All of which fully encompass healthy eating as part of a healthy lifestyle and cater well to individual children's needs. Children during snack time help the childminder to prepare snacks such as cucumbers and carrots. Children have regular opportunities to gain fresh air and exercise. They are also developing their gross motor physical skill through riding tricycles in the garden and kicking footballs around.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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: Met

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:

- devise and implement an appropriate written statement of procedures to be followed to safeguard children being cared for from abuse or neglect and of which is put into practice and shared with parents and carers. (Applies to both parts of the Childcare Register)

03/12/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.