

Inspection report for early years provision

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| Unique reference number | EY363558 |
| Inspection date | 11/11/2008 |
| Inspector | Pamela Patricia Paisley |
| Type of setting | Childminder |

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 is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder lives with her husband and 20 month old child in Southfields, within the London borough of Wandsworth. All areas of the childminder's home are used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children at any one time and is currently minding three children on a part time basis in the early years age group. The childminder takes children to the local parent/toddler group. The family has two cats and the childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides an inclusive and welcoming environment where children are making good progress in their learning. Children are motivated and take part in a wide variety of developmentally appropriate indoor and outdoor activities, which provide good levels of challenge. The childminder has a strong commitment to carrying out quality checks to identify and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the early learning goals

The leadership and management of the early years provision

The childminder provides a calm environment where children are happy and confident. Children enjoy themselves and are helped to achieve. They are developing a growing independence and are confident in helping themselves to resources that are suitable for their individual stages of development. There are comprehensive policies and procedures in place that promote the welfare, care and learning of the children. The childminder conducts thorough risk assessments to ensure children's safety within her home and on outings and there are effective safety devices fitted to protect children from potential dangers. The childminder has taken effective steps to evaluate the service she provides and has a good understanding of the strengths and weaknesses of her provision. She intends to attend training to enhance her knowledge and skills. Parents are well informed about their children's achievements and progress. The childminder completes a daily diary for each child in her care, which she shares with parents. They are encouraged to get involved in their child's learning through discussion with the childminder about their children's learning and development. The childminder has good links with other childminders. They liaise on a regular basis to share their knowledge and skills and support each other in providing good quality childcare.

The quality and standards of the early years provision

The childminder has a good understanding of how young children learn and develop and uses her good childcare to plan and provide a wide range of experiences that are stimulating, fun and help to promote children's all development. The childminder uses observations and assessments to plan for children's next steps of learning, although she is not yet secure in her knowledge of how to link activities to the early learning goals. Children go on regular trips to local parks where they can run around, play ball games, use swings, slides and climbing frames. As a result children are helped to understand how exercise helps them to stay healthy. Children eat healthily and the childminder ensures that fresh fruit and vegetables are part of their daily diet and their individual needs are taken into account. Clear procedures are in place to protect children from cross-infections and well established hygiene routines help to maintain good health.

Children are developing good personal skills as they are encouraged by the childminder to wash their hands at appropriate times. They are beginning to form good friendships as they visit the local library and one o'clock club. Children are learning mathematical concepts as they use shape and ring sorters, sing number songs and are encouraged by the childminder to count as they take it in turns to give out snacks to each other. Children are learning about diversity through good access to resources that reflect positive images and take part in celebrating various festivals and celebrations throughout the year.

Children have good opportunities to develop their creative skills as they dress-up in hats and take part in role play. Their imagination is promoted as they explore Happyland models, such as a school, house, shop, bakery, police and fire station. The children are able to listen to different sounds and figures connected to each model and gain good hand and eye co-ordination. Children are learning to keep themselves safe as they practise regular fire drills.

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

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| 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

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| 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? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| 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? | 2 |
| 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: Met

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

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.