

Inspection report for early years provision

Unique reference number	EY369271
Inspection date	10/11/2008
Inspector	Cheryl Walker
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 2008. She lives with her husband and young child in a residential area of Tooting. All of the home is used for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is currently minding two children in the early years age range and three children after school.

Overall effectiveness of the early years provision

The childminder is highly effective in enabling children to make good progress in their learning and development. She works extremely hard to foster an inclusive and welcoming environment for all children and families, in which children's unique needs are very well met. The high quality of the childminder's robust self-evaluation systems give a clear overall picture of the well organised service and mean that any weaknesses are quickly addressed to further enhance positive outcomes for children, leading to continual improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the observation and assessment systems to incorporate children's starting points

The leadership and management of the early years provision

An excellent understanding of the way children learn best means that the themes of the Early Years Foundation Stage are very well delivered. Children learn in an environment where their uniqueness is highly valued, enabling them to become strong and independent through a sound base of secure and loving attachments to their carers.

The childminding service is exceptionally well run. The childminder strives for a high quality provision, where children receive extremely good care and education to assist them in their all-round development. In order to improve her setting, she seeks the views of both parents and children to make sure that everyone is happy and satisfied. Children are involved in planning, which heightens their interest and means that they engage for longer periods of time in activities because they are keen.

Excellent systems to promote partnership with parents are in place. Parents receive emails, texts, verbal information and a wealth of comprehensive policies and procedures, which provide them with good quality information about the

service as a whole and about their individual child's progress and achievements.

Arrangements for safeguarding children are robust, regularly reviewed and carefully managed. The childminder is extremely vigilant in noting prospective hazards and risks and ensures that thorough risk assessments are in place to minimise dangers. She demonstrates a secure understanding of her responsibilities with regard to protecting children.

The quality and standards of the early years provision

Children's understanding of healthy living is consistently promoted through their everyday experiences with the childminder. The childminder has a nursing background and ensures children benefit greatly from her existing knowledge of good health and hygiene practices. They enjoy daily trips out to provide fresh air and exercise. They receive a well balanced and varied diet of healthy foods, which are carefully planned to suit their individual needs. There is much discussion with children about food and lifestyle to increase their overall understanding and knowledge. The childminder is keen to encourage children to try different foods to widen their palate and learn about cultural differences. Children of all ages sit together socially at mealtimes, when they learn good manners and chat to their friends in a relaxed environment.

Children's interests are at the forefront of planning for their individual needs and the next steps in their learning journey. Good assessment records are in place to support and guide the childminder and give a clear indication of progress to parents. These do not currently show where children start from, however, this does not affect the quality of the assessments because the childminder shows a comprehensive knowledge of each child and is able to use her knowledge to inform the assessments. The childminder is skilled in extending children's opportunities for learning whilst they play. For example, one child shuffles across the room to a low level poster that has caught his eye. He verbalises and points, attracting the childminder's attention. She moves towards him, pointing to pictures on the poster, confirming his words and actions, and praising his attempts to say the words.

The environment is very well planned to ensure children have consistent opportunities to choose their toys and independently access their activities. Children gain an enormous sense of well-being and security because the childminder is extremely sensitive to their individual needs and knows them exceedingly well. They have daily opportunities to share and enjoy a wide range of books, rhymes and stories. Some books have been made using photographs of the children, which boosts their self-esteem and adds to their sense of belonging. Young children's conversational skills develop quickly because the childminder recognises the importance of providing them with time to think and to respond, regardless of their language skills. The childminder is sensitive towards families where English may be a second language, or where more than one language is spoken in the child's home. She discusses with parents any current or special words that the child may be learning and ensures she uses these with the child during the day. This ensures that children's languages are valued and recognised

as being important.

Children learn about keeping themselves safe as they help to plan a safe evacuation route from the home. Their plans are displayed on the wall and they practise leaving the home safely and quickly on a regular basis. Clear and appropriate house rules help them to feel secure and safe because they understand the routine and boundaries and the reasons for them being in place.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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