

## Inspection report for early years provision

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<b>Unique reference number</b>	EY298191
<b>Inspection date</b>	23/02/2009
<b>Inspector</b>	Lindsay Ann Farenden

<b>Type of setting</b>	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 has been registered since February 2005. She lives with her husband and two children in a sixth floor flat in a low rise block on a residential road close to King George's Park in southwest London. The local authority is Wandsworth. There is access to the fifth floor by lift and to the sixth floor via stairs. The whole of the childminder's home is used for childminding except for one room. The childminder is registered to provide care for three children under eight years and there is currently two children in the early years age group on roll. The childminder is registered on the following registers: the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local toddler group and takes children to parks.

## **Overall effectiveness of the early years provision**

The overall effectiveness is good. The childminder is very caring towards the children and adapts her routine to ensure their individual requirements are acted upon throughout the day. She is keen to attend training to further develop her knowledge of the Early Years Foundation Stage and her childminding practice. The childminder is committed to providing a fully inclusive provision for all children and the close working partnership with parents ensures they are kept well informed about their child's care and learning.

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

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

- continue to develop knowledge of observation, assessment and planning processes
- ensure any hazards to children are made completely inaccessible to them when they access the kitchen

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

The childminder organises her day very well, so children are provided with plenty of activities both in and outside of the home. This ensures they make good progress in all areas of their learning and development. The lounge is set up in child-centred manner with their paintings displayed which helps them to feel their work is valued. The childminder is familiar with the requirements of the Early Years Foundation Stage. She has completed the self-evaluation document to reflect on her childminding practice and to identify improvements and training needs, in particular in relation to observation, assessment and planning.

The children's safety and welfare are promoted because she has all the required documents in place and there are clear written policies to support her daily

childminding practice. Children enjoy their play in a secure environment in which written risk assessments have been carried out in the home and for each individual outing. However, knives and cleaning materials stored in the kitchen are not completely inaccessible to older children. The smoke alarm is regularly tested and fire drills are practised with the children to ensure they are evacuated from the premises as quickly as possible. Children learn to keep themselves safe as the childminder teaches children to hold onto the rail when using the stairs, about stranger danger and crossing roads in safe manner. The childminder has attended a course on safeguarding children and a sound knowledge of the signs of abuse and what to do if she has concerns about a child's welfare.

The childminder works closely with the parents. In liaison with them she has made a family photo album for each child, which they enjoy looking at and talking about people that are important to them, whilst in her care. Parents complete a form about their child's interests and routines which the childminder uses to ensure their needs are fully met. The childminder keeps parents well informed of their child's time with her through daily discussions. They are made aware that they are welcome to view the written assessments the childminder keeps on their child's progress. Parents' questionnaires show they are very happy with the childminding service provided. All required parental consents are obtained and parents are given a copy of the childminder's policies.

The childminder has a positive attitude to caring for children with learning difficulties and/or disabilities. She would adapt activities so all children are fully included and work with other agencies to support them in making progress to reach their full potential.

## **The quality and standards of the early years provision**

Children are warmly welcomed by the childminder when they arrive. Babies receive lots of cuddles when separating from their parents, allowing them to settle quickly and feel secure in her care. Babies have access to a good range of manufactured toys and natural materials in treasure baskets to inspire their exploration of colours, sounds and textures. She gives them constant attention and understands the importance of using facial expressions as she talks to them to help support their communication and language skills. The childminder sits on the floor and plays with babies and they smile with glee as she praises them for pressing toys which make sounds.

Children access a good range of play resources which are attractively displayed in boxes and on the floor for them to access easily and make independent choices. Low level drawers in the lounge containing a wealth of creative materials enable children to make their own unique pictures and creations. A lovely range of well presented writing materials is always available at the kitchen table to help develop their mark making skills. Children's fine motor skills are developed through using scissors, pens, paint brushes, threading, moulding clay and play dough. The childminder regularly takes children to the library where they enjoy story times and singing sessions. She uses puppets when telling stories to children at home to enhance their listening skills. Numeracy skills are developed through everyday

routines, such as counting the number of plates required at meal times and looking at numbers on doors when going for walks. Children have plenty of opportunities to enjoy fresh air and develop their physical skills by visiting nearby parks and play grounds where there is equipment to develop their balancing and climbing skills. The childminder knows each child very well and uses this knowledge to record observations on what they can do and has started to plan activities to support individual children's next step of learning.

Children are taken on outings to museums, parks and the local play group to promote their understanding of the local community. They learn about the wider world through completing a large floor puzzle of the world and then discussing different countries. Children begin to learn simple words in other languages through books and programmable toys which sound out words in other languages. Resources from the toy library provide children with positive images of diversity. Effective procedures appropriate to children's age and stage of development, are in place to manage their behaviour.

Parents provide younger children's meals which are suitably stored and heated. Older children are provided with nutritious home made meals. Children access plastic vegetable play foods, which encourage them to try the real thing and develop knowledge of healthy eating. Drinking water is always available for children to prevent them becoming thirsty.

Children's health is protected because the childminder ensures children are cared for in a clean home and carries out good nappy changing and hygiene procedures. Children use paper towels to dry their hands to prevent the risk of cross infection. The childminder has a very well stocked first aid box and holds a current first aid certificate which ensures accidents are dealt with in an efficient and prompt manner. The childminder does not care for children if they have a contagious illness to protect the health of others.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	3
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](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

## **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 the last inspection.

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.