

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY301649
<b>Inspection date</b>	12/11/2008
<b>Inspector</b>	Gillian Cubitt

<b>Type of setting</b>	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 has been registered since 2005. She lives with one school age child in a house in Tooting, South West London close to shops, local amenities and transport facilities.

Children play and rest in the downstairs rooms. There is an enclosed garden for outside play. The childminder is registered to care for five children in the early years age group. She is registered on both the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for three children on a part time basis. The childminder takes and collects from local nurseries and schools.

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

High quality care is provided where there is a good partnership with parents and children's individuality is fully respected. The childminder's broad knowledge of different cultures and children's possible disabilities or educational needs enables the childminder to provide an environment that is able to appropriately provide a good inclusive service for all children. The childminder continually reviews her practice to enable her to adapt to the needs of the children she is currently minding. She is currently implementing the requirements of the Early Years Foundation Stage (EYFS) which supports children's developmental needs as well as receiving good opportunities that foster their learning.

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

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

- improve current systems of observing children's progress by making systematic assessments of each child's achievements, interests and learning styles and share these with parents to plan children's next steps in their development and learning

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

The childminder's extremely well organised environment is both safe and stimulating for children in her care. One of her key roles is to actively promote a friendly and welcoming approach for children and parents. This is supported by the sharing of her excellent range of policies with parents. Amongst these include how to care for sick children and the childminder's responsibility to safeguard children from harm.

The childminder's daily plans skilfully embrace the individual routines of each child, thus enabling children to have time to play, rest, enjoy meal and snack times as well as ensuring children are collected on time from their respective nurseries/schools.

The childminder takes her role as a childminder very seriously and continuously reflects as to how she can improve. She has made modifications to the layout of her home which gives children space and aids their independence. She also has a strong commitment to enhance her current knowledge and skills through further childcare training. She has completed the essential courses as well as many other short courses. Consequently she has sound foundations of working with children with disabilities and special educational needs. She also has a good understanding of how to manage children's behaviour so children feel motivated and keen to participate. The childminder has also started her training for the EYFS and is currently making notes on some observations on what children do in their daily diaries, which are available to parents.

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

Children develop confidence and independence in the childminder's care. This is because she constantly observes what children are doing, encourages them to take part in activities and interacts with them whilst they play. As a result children are happy, confident and become good communicators. Older and younger children play together well especially during group activities such as playing with play dough. Older children enjoy singing, dancing as well as joining younger children to listen to stories and share picture books. When younger children settle down for an afternoon sleep, older children blow kisses and give cuddles and say 'night night'. Children behave very well. They know the 'house rules' and learn to respect their environment. The childminder also teaches children using gentle explanations as to why they must be kind and help each other.

Children learn to observe shapes, sizes and count whilst in their play activities. They have fun rolling and cutting play dough whilst they compare and talk about the different shapes they make. Children share the resources as they knead and roll the dough making play sausages which the childminder encourages them to count as the amount grows.

The childminder promotes children's health and well-being by ensuring that they eat healthily as well as take part in plenty of outdoor exercise. Their walk to school is not only healthy but children learn about the seasons. They talk about the differences in weather whilst collecting and crunching the autumn leaves. The childminder is aware that some children may have other languages other than English and is able to work effectively with children and parents to promote understanding and language skills. The good relationship with parents is evident through the daily diary system which is shared. Parents and childminder discuss regularly children's progress although this not yet written in a systematic form that ensures all areas of learning are covered.

## 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>	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?	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](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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.