

Inspection report for early years provision

Unique reference number	EY280354
Inspection date	17/06/2009
Inspector	Patricia Ann Edward
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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2004. She lives with her husband and two children of whom both are dependent in the London borough of Merton. There are local shops and parks within walking distance. The whole of the ground floor, first floor bedroom and bathroom are areas used for childminding. There is an enclosed garden available.

The childminder runs two sessions a week, at a local parent and toddler group. She is registered to care for a maximum of three children at any one time and is currently caring for three children both full and part-time of whom all are on the Early Years Register. This provision is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are relaxed and comfortable with the childminder and she knows them well. She has systems in place to obtain information to ensure she can meet the individual needs of the children she minds. She is also aware of the safety procedures necessary to ensure children are safe and secure on the premises and has the resources needed to give them a wide range of learning opportunities. The childminder is aware of the importance of developing good relationships with the parents to support children's progress given their age, ability and starting points. She has started to develop the self evaluation process, to identify future development of her practice. The childminder adapts activities to ensure that all children can be included in them. She demonstrates a commitment to the continuous improvement of her practice.

What steps need to be taken to improve provision further?

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

- continue to develop the planning so that it is tailored to meet children's next steps in learning and are shared with parents

The leadership and management of the early years provision

Children's well being is promoted well because all of the required documentation is in place and is updated regularly in order to promote the welfare of children. Risk assessments are in place so that hazards are identified and minimised. Risk assessments include daily safety checklist and written assessments of all areas of the home, equipment, the garden and outings. Children are fully safeguarded because the childminder demonstrates a good knowledge of child protection. She understands her role in safeguarding children and is aware of the procedures to follow if she has concerns about children's welfare. The childminder has effective systems in place to safeguard children such as visitors book. She ensures that all

adults who come in contact with children are suitable by ensuring they are suitably vetted.

The childminder works well with parents and has effective systems in place to obtain and share information with them. For example, each child has a file, which includes photos, written observations, daily sheets about their progress and their day for parents to take home. Structured daily routines promote children's welfare and meets their needs, these are both written and in photographic evidence, which are shared with children and parents. The childminder gathers information from parents to ensure she has a good awareness of each child's starting points. Activities are planned around children's needs and interests. The childminder has devised and implemented numerous written policies and procedures that contribute towards positive outcomes for children. Records and documents are well organised and stored securely to maintain confidentiality. An inclusive and welcoming service is provided for all children.

The childminder's self-evaluation system helps her to identify the strengths and weaknesses of her provision, enabling her to make improvements. Parent questionnaires are also used as part of the evaluation procedure. The many references provided by the parents support the very good care and attention she gives their children and the way she involves the parents in daily routines. Changes have been made since the last inspection to develop her knowledge and understanding by attending workshops and training courses. The childminder undertakes regular training to ensure her skills are up-to-date, in subjects such as Early Years Foundation Stage, areas of learning, making it better for boys and baby signing. She has improved the safety of the home by making trailing wires safe. All of which improves outcomes for children.

The quality and standards of the early years provision

The childminder provides a welcoming environment where children move around freely accessing the toys and equipment both inside the home and in the garden. They are relaxed, happy and secure in the childminder's company. Children have a good range of resources to choose from in the dedicated play areas. There is a sufficient supply of the toys in low-level boxes which have photos on them to help the children choose. Their independence is encouraged throughout the day from selecting equipment, to taking care of their personal needs. For example, when in the garden children will independently go into the dining room to obtain equipment they feel they need to extend their play in the garden. There are plenty of construction toys such as stickle bricks, role play materials including, dressing up clothes, small world play, threading and matching games and books.

Children learn about their local community as they are taken on regular outings. For example, to parks, farms and various toddler and support groups, that the childminder runs and attends. Children learn about keeping themselves healthy because the childminder has a good understanding of the importance of providing children with a fresh, balanced healthy diet. Through theme work they have opportunities to talk about and taste different foods and how they are good for you. They cook on a weekly basis through the mini chef group that the childminder

and other local childminders organise. Children have made cheese straws, chapattis, Scottish shortbread and jam tarts. They enjoy daily opportunities for physical exercise and learn why this is good for them as they go to the local park or enjoy the garden to climb up and down the climbing frame or by bouncing on the trampoline. Children are developing a good understanding of keeping themselves safe within the home. They are learning fire safety and how to get out of the house safely, as they have practised the emergency evacuation with the childminder.

Children learn right from wrong and how to behave well, by the use of basic house rules which are displayed and are shared with parents. The childminder is a positive role model, she is patient and praises children for appropriate behaviour and teaches them to be polite and show respect for others. She shares information with parents on a daily basis which enables them to be involved in children's care and learning. The many references provided by the parents support the very good care and attention she gives their children. Children's knowledge and understanding of the world is promoted well as they have access to many suitable resources that help them learn about diversity and disability, such as play figures, dolls, books, musical instruments from around the world which the childminder uses to promote discussions.

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?	2
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?	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

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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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