

Inspection report for early years provision

Unique reference number	EY244746
Inspection date	01/06/2009
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 registered in 2003. She lives with her partner and two children, aged 10 and five, in the London borough of Merton. The whole of the ground floor, first floor bathroom and son's bedroom are areas used for childminding. There is a secure garden for outdoor play.

The childminder is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight at any one time. She is currently minding four children part-time in the early years age group. She is a member of the National Childminding Association.

It is a non-smoking household and the family have no pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides effectively for children in her care, ensuring that they are happy and make progress in their learning. She offers an inclusive environment with a selection of organised and free choice play activities where every child feels valued. She has put in place an observation and planning system, although this is not yet fully developed. Her partnership with parents is a strength and consequently, they feel welcome and well informed.

What steps need to be taken to improve provision further?

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

- ensure written records contain risk assessments of outings
- ensure written consent for outings is obtained from parents
- increase knowledge of Early Years Foundation Stage and continue to develop the arrangements for observing and assessing young children to plan their next steps across the six areas of learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- provide evidence that first aid qualification includes paediatric care. (Qualifications, training, knowledge and skills)

25/08/2009

The leadership and management of the early years provision

The setting is well managed by the childminder. Most of the essential records and written policies are in place, with the exception of written risk assessments and

consent for outings to further protect children's safety, whilst out of the home. However, the measures and procedures followed by the childminder to ensure that children remain safe and well protected in the home are effective. Their knowledge of what to do in the event of an emergency is developed through the childminder practising the evacuation procedure with the children. However, details are not recorded. The childminder is confident in her knowledge and understanding of safeguarding issues. She has a good understanding of all aspects of safeguarding children. She is confident in her knowledge of the signs and symptoms in all areas of abuse and is fully aware of procedures to follow if concerns are raised. For example, she has contact numbers and written guidance easily available. As a result, children are protected well. All adults living on the premises have been vetted. She has an excellent working partnership with parents and carers. Useful information for parents and examples of children's artwork are displayed on windows in the lean-to and main play space.

Parents receive detailed information about her policies and are involved in their children's care. She has set up an effective system of communication that include daily diaries and liaises closely with parents regarding children's development and individual care needs, especially at contract stage. She feeds back daily through a written diary which highlights interesting events of the day particular to each child. The setting is well managed by the childminder. Most of the essential records and written policies are in place, with the exception of written risk assessments and consents for outings. Therefore, the specific requirements are not met. However, the measures and procedures followed by the childminder ensure that children remain safe and well protected. Highlighted through discussion it is clear that the childminder has begun to reflect on her practice. Since the last inspection the childminder has completed the recommendations by revising her documentation to include a sick children's policy. She has also improved the safety and well-being of children by making the garden safe and removing hazardous cleaning materials out of children's reach. She has begun to evaluate the provision, identifying areas of improvement through discussion with parents and other childminders. She has also recently completed self-evaluation training. There are appropriate systems in place to ensure the continual improvement, welfare and learning of children. For example, the childminder uses observations successfully to identify interests and weaknesses in children's learning and development and takes action to address this by providing appropriate activities.

The quality and standards of the early years provision

Children are very well supported in their learning through the childminder's good knowledge and understanding of the child development and how children learn. However, she has not completed any formal Early Years Foundation Stage training. The warm and caring relationship that has been established with children ensures that they feel happy and secure within the childminder's care. The home offers children ample space to play, and they have easy access to good quality toys and resources. The childminder works closely with parents to find out about children's individual interests and abilities. She uses this information, along with the observations and assessments of the children to ensure they develop to their full potential. Although children access the six areas of learning, the childminder does

not ensure she identifies next steps for them across all areas of learning, which would promote their progress through the stepping stones. She interacts effectively with children, asking questions and engaging them in conversation to support and promote their language and communication skills.

Children are curious and independent learners which is enhanced through the childminder who encourages them to explore and test their skills. Children are beginning to use numbers and count spontaneously in their play; for example doing simple addition, they count the number of balls on the trampoline and are aware that if they pick up two balls they have to double the number by two to come to the correct total. Children's behaviour is good. They learn to respect simple rules that are implemented consistently by the childminder. She uses a range of strategies to support children in understanding rules through verbal reasoning. They respond well to the praise and encouragement they receive to reward their good behaviour. They have regular opportunities to play outdoors in the fresh air and develop their physical skills, for example as they play on the trampoline. Children also develop healthy eating habits as they have regular nutritious snacks and home-cooked meals which include fresh fruit and vegetables daily. They enjoy tending to and watering the carrots that are being grown in the garden.

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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