

Inspection report for early years provision

Unique reference number	138064
Inspection date	27/03/2009
Inspector	Sandra Patricia Jeffrey
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 has been registered since 1992. She lives in a three bedroom house in Raynes Park in the London Borough of Merton, with her two adult sons. Children have access to all of the downstairs area, the garden and one bedroom on the first floor for sleep time. The home is within easy walking distance of several schools and parks.

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 three children under-eight years and there are currently four children in the early years age range on roll. The family have a pet tortuous and a large fish pond which is located at the front of the house.

Overall effectiveness of the early years provision

Overall the quality of care is satisfactory. The childminder has sound knowledge of the children in her care and provides a warm and caring environment. The childminder works with parents to ensure children's individual needs are met, although she does not fully involve them in their learning. Children have free access to resources, which helps them to make choices about their own play, their learning is, however, not achieving it's full potential because the childminder has yet to fully introduce effective planning and assessment systems. The childminder is able to reflect on her practice in order to look at her strengths and areas for improvement, to enable her to provide an inclusive provision.

What steps need to be taken to improve provision further?

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

- ensure that planning supports each child's individual needs, to aid their development, and continue to develop the planning and assessment systems, to further encourage children's all round development and learning
- further develop the range of resources and opportunities for children to learn about diversity
- further develop existing partnerships with parents to ensure information relating to children's learning and development is shared effectively
- further develop knowledge of the Early Years Foundation Stage framework and the skills around providing care and education under the framework.

The leadership and management of the early years provision

The childminder is generally well-organised and has a generally suitable record keeping system in place to ensure that children's individual needs, routines, likes and dislikes are known and provided for. Children play in safety as she ensures that they are well-supervised, and adults who are not checked do not have

unsupervised access to children. Children are further protected by the childminder's sound understanding of the different types of child abuse and her role and responsibility to protect children from abuse or neglect.

The childminder has gained some knowledge of the Early Years Foundation Stage (EYFS) requirements through recent training and the implementation of this knowledge means children's welfare is suitably promoted. A range of written policies and procedures are in place that help to underpin her practice.

All children and their families are warmly welcomed into the childminder's home, who demonstrates a commitment to working closely with parents and others involved in the care of the children. Relationships with parents are friendly and the childminder ensures there is a daily exchange of information about the children's care, although information about their learning and development is not effectively shared.

The childminder has identified a few areas she would like to improve, which include accessing additional training and extending resources that would assist children's knowledge and understanding of technology such as computer software; which would provide them with additional skills for the future.

The quality and standards of the early years provision

Children enjoy a satisfactory range of resources and activities during their time with the childminder. Resources are adequately maintained and children are able to choose what they wish to play with as the resources are generally freely accessible.

Children are happy and settled in the care of the childminder, who is attentive to their needs. They move freely around the home that the childminder ensures is safe for them. Children are confident and secure in their relationship with the childminder and are learning how to form positive relationships with other children through the support the childminder offers. They learn to share and take turns and to be aware of each others needs for example.

Children's learning is supported to a satisfactory level and they are provided with a variety of resources and experiences that help them make steady progress in their learning and development. The childminder is aware of the children's individual abilities and provides them with age-appropriate activities that they particularly enjoy. There is a very good range of reading books available to the children, who enjoy looking through these with the childminder on a regular basis.

The childminder is beginning to develop a system for assessing children's progress and planning activities that build on their skills, although observations of children's achievements are not effectively used to inform future planning. This results in weaknesses in the childminder's ability to fully extend the children's learning and development.

There is a small selection of resources that reflect diversity, but festivals and

celebrations are not currently acknowledged by the childminder, which does not give children opportunities to learn about themselves or others in our diverse society who may be different from themselves.

Children have some opportunities to develop their understanding of the world around them, through attending occasional outings to local toddler groups and they also enjoy regular outings to the park and other facilities within the immediate community.

Children's health is promoted well because the childminder ensures there are suitable hygiene practices in place; for example all children are given individual flannels and hand towels to prevent the spread of infection. The childminder has an up to date qualification in paediatric first aid and appropriate policies for when children are sick.

Children are encouraged to learn the benefits of having a healthy lifestyle and the childminder actively promotes healthy eating. Drinks of fresh water are readily available for the children to enjoy.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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 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.