

Inspection report for early years provision

Unique reference number	122975
Inspection date	21/01/2009
Inspector	Pamela Bailey
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 was registered in 1990. She lives within the London Borough of Wandsworth with her husband and two children in their teens. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to provide care for a maximum of four children under eight years at any one time. There are currently eight children on roll of whom three are in the early years age range. She is also registered on the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The childminder currently supports children who have learning difficulties and/or disabilities.

The childminder is a member of the National Childminding Association. She attends the local parent/carer and toddler groups and takes children to the library and park. She also takes and collects children from the local school.

The family have pet goldfish.

Overall effectiveness of the early years provision

The childminder promotes many aspects of children's welfare, learning and development with success. Children play in a secure environment and enjoy their learning. The partnership with parents contributes to ensuring that the needs of all children are met very well and that they get any additional support they need. This promotes an inclusive practice and means children make good progress given their age and ability. The childminder takes effective steps to ensure that any priorities for future development are promptly identified and good account is taken of recommendations made through inspection.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan learning experiences for each child
- develop effective links with other providers to ensure that what is provided complements the education and care the child receives in other settings and develop a system to ensure that parents can contribute to their children's next steps for learning
- make sure that the glass panels in the china cabinet are safe or inaccessible to the children
- improve the recording of risk assessments to ensure it clearly state when it was carried out, by whom, date of review and any action taken following a review or incident
- keep an accurate record of the children's daily hours of attendance

The leadership and management of the early years provision

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage Framework and confidently applies this in practice to support children's welfare, learning and development in most areas. The childminder plans and provides a good range of age appropriate activities and organises the indoor space effectively to allow children to move around freely and safely. The good organisation of daily routines and resources encourages children to initiate their own play and become independent. The childminder keeps a record of what children can do and their interests. However, these are not used to identify learning priorities, inform planning for each child and parents are not encouraged to contribute to their child's next steps in learning. The childminder liaises with other agencies to ensure that children with learning difficulties and/or disabilities are fully included and supported but has not yet developed links with other providers delivering the Early Years Foundation Stage for children attending other settings to ensure continuity of learning and care.

The childminder has a sound knowledge and understanding of safeguarding issues. This promotes children's welfare. All documentation is in place, although the childminder does not keep an accurate record of the children's daily attendance. For example, the childminder notes the daily contractual hours even though children are not present for part of the day due to attendance at other settings. Her written policies and procedures guide her in her practice and are shared with parents to keep them informed about the service and their child's daily activities. Parents give the necessary consent to emergency treatment and share information about their child's individual needs. Parents are informed about the sick child policy and the childminder has effective procedures in place to prevent the spread of infection. She gives high priority to helping children understand how to keep themselves safe and carry out regular risk assessments to reduce most potential risks and hazards, although the low level glass panels in the china cabinet are not safe and the system to record risk assessments is not in line with current guidance. The childminder has developed a self-evaluation process. Through this process of monitoring and evaluating the quality of what she does, the childminder has identified that there is a need to develop assessments and use evaluations to identify and plan for individual children's next steps in learning as they progress towards the early learning goals.

The quality and standards of the early years provision

Children are making rapid progress in their learning because they are supported well by the childminder who has good knowledge of how children learn and develop. Children's behaviour and attitudes to learning are good. The childminder has a gentle, calm approach and this encourages children to respond effectively to any guidance and praise. The childminder provides developmentally appropriate themes and activities. Children are confident in their surroundings as they select the toys and resources they wish to play with from a good variety available. The childminder is on hand to assist and support children's learning and the

environment is well planned to promote communication and literacy skills and encourage children to problem solve, develop their understanding of calculation and numeracy. Children engage easily in conversation with the childminder and visitors, and photographs of previous activities effectively encourage children to talk about past and present events in their lives. There are clear displays of text and children participate enthusiastically when sharing books with the childminder retelling the story or predicting what happens next.

Children are developing a highly positive attitude towards other cultures, traditions and the wider world through celebrations, visits in the local community, lively discussions and the use of resources that promote all aspects of society and encourages children to talk about similarities and differences. Children enjoy good quality imaginative role play. They use numbers confidently and are able to problem solve. For example, working out that three candles are needed on the birthday cake for someone who is three years and whether there are enough slices of bread to make sandwiches for a group of 10 party guests. Children are able to explore living things such as a hedgehog, leaves and plants. They are offered lots of new language to extend their vocabulary such as hibernation. There are lots of opportunities for children to practice their finer motor control when using a range of different tools and materials in creative activities such as drawing still life sunflowers, painting and playing with dough.

Children play in a clean, welcoming environment where they learn to follow good hygiene routines and learn how to keep themselves safe. For example, children are familiar with the emergency evacuation procedures because these are regularly practised and learn about road safety when on outings. Children receive meals, snacks and fresh drinking water; that encourages healthy eating. Visits to the local park where there is large climbing equipment gives children the opportunity to develop their physical skills and contributes to a healthy lifestyle.

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

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that a child is unable to leave the premises unsupervised (also applies to the voluntary part of the Childcare Register) 04/02/2009
- devise and implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (also applies to the voluntary part of the Childcare Register) 04/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory part of the Childcare Register 04/02/2009

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.