

Inspection report for early years provision

Unique reference number	122820
Inspection date	11/02/2009
Inspector	Janet Sharon Williams
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).

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 has registered since 1983. She lives with her two children; one aged six years and one whom is an adult. They live in Wandsworth in the London Borough of Wandsworth. Children have access to the sitting room, adjoining kitchen breakfast room, downstairs toilet and fully enclosed garden. The childminder is registered to care for four children and is currently caring for two children full-time and part-time.

The childminder attends toddler groups on a regular basis. She is registered as a foster carer and specialist childminder for Wandsworth Council. She has a National Vocational Qualification Level 3 qualification in childcare. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of Childcare Register.

Overall effectiveness of the early years provision

Children are cared for in a safe, caring and well resourced environment. Activities planned allow children to progress in all areas of development indoors and out. The effectiveness of inclusive practice is promoted through the childminder working closely with the children's playgroup and parents. The childminder is aware of her strengths which is reflected in her practices and strives to make improvement through self-evaluation.

What steps need to be taken to improve provision further?

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

- improve knowledge and six areas of learning within the Early Years Foundation Stage

The leadership and management of the early years provision

Children have many opportunities to achieve the foundation stage of learning. Planned routines each day allow for active and quiet play within the home environment and outdoors. Written documentation is in place, such as written observation of what children can do and have achieved. Good assessment plans are in place. However, the childminder has not managed to complete any of the documentation. This is due to her limited knowledge of identifying which play/activity relates to what in the six areas of learning in the Early Years Foundation Stage. The childminder plans to attend relevant training courses to assist her with making improvements. Clear written profiles would effectively assist her in moving children on through the stages of development to ensure that all children successfully achieve the Early Years Foundation Stage of learning. Children with learning difficulties and disabilities would continue to be well supported, fully inclusive and ensure that their welfare and care is effectively

promoted.

The childminder has comprehensive policies and procedures in place. All which promote children's welfare, care and safety. Mandatory documentation is in place, for example, permission has been obtained for emergency medical treatment, accidents have clearly been recorded and parents have been asked to sign the details on collection of the children. The safety of children is promoted and protected; risk assessment documentation is in place, this includes a clear record of areas, toys and equipment checked to promote children's safety. Children are safeguarded through the childminder's sound understanding of issues surrounding child protection and she has completed a safeguarding awareness training course.

Positive partnership has been established with parents and other carers of children being cared for. Information is frequently shared with them to keep them up-to-date about children's progress. The childminder respects parents' wishes and ensures that children are well looked after according to their individual needs.

The quality and standards of the early years provision

This aspect of the provision is very good through the childminder providing a positive learning environment for the children indoors and out. The childminder gives the children quality time offering them active and quiet time. Children enjoy their time with the childminder. She offers them good support to enhance their learning and development. Children's communication and language skills are developed through the childminder taking time to explain to them about what they are doing and she also spends time reading them stories. This enables them to listen. Children have the opportunity to develop their numeracy skills through the childminder counting with them. For example, when cutting fruit at snack time, they all count in sequence. Children learn how to be sociable and develop their personal and emotional skills through meeting other children and adults at many of the local children's groups. They also develop an awareness of people from different ethnic groups, where they address and celebrate many festivity events. Children recently made lanterns and dragons for Chinese New Year. Their knowledge and understanding of the world continues to be developed through the childminder providing a range of resources and play materials that reflect various race, religion, culture and disability. Observation clearly demonstrates that the childminder has a very good relationship with the children. They enjoy being close to her. The childminder's positive, inclusive practice and the well resourced environment provides positive inclusive practice for all children being cared for. The childminder's good understanding of working with children with learning difficulties and disabilities ensures that they are offered good support to promote their well-being and education.

Children's welfare and safety continues to be supported through the childminder ensuring that all areas within the home are safe and secure. Cupboards where hazardous and dangerous substances are stored are fitted with safety locks and catches, the stairs are inaccessible to the children and the outdoor play area is suitable and safe for all children being cared for. On outings, children are seated in the appropriate car seat.

Children's health and hygiene is effectively promoted. Good routines are in place for ensuring children's hands are washed before meals and after using the toilet. The home is very clean and well maintained.

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:	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.