

Inspection report for early years provision

Unique reference number	138075
Inspection date	02/06/2009
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).

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 1980. She lives with her husband and one dependent, in the London borough of Merton. The whole of the ground floor, first floor toilet and bathroom are areas used for childminding purposes. There is an enclosed rear garden available for outdoor play all areas are accessible. The childminder is on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. She may care for up to six children at any time and currently has five children on roll, aged between two and 10 years of age on a full and part-time basis. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder 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 has developed outstanding relationships with the parents to support children's progress given their age, ability and starting points. She has a self-evaluation system in place, which aids her in ensuring continual 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 methods for planning to explore subject matters and children's interests.

The leadership and management of the early years provision

The childminder critically evaluates her provision to ensure she continues to provide a high quality service for children. She identifies ongoing training as key to continuous improvement and undertakes Early Years Foundation Stage (EYFS) training. Consequently, she promotes outcomes for children exceptionally well. The childminder is very proactive in working in partnership with parents and demonstrates this through the highly effective records that she shares with them. She devises and compiles detailed reports, daily diaries, handbooks and newsletters for them. Parents share information on their child's learning and development and progress at home, which further supports and encourages children's ability to reach their full potential. The childminder is currently developing links with local schools where children attend to ensure their learning and development needs are effectively met. She is continuing to develop the methods for planning to explore various subject matters and children's interests further.

The parents are informed about the childminder's safeguarding responsibilities as detailed in her child protection policy. Details held within the childminder's complaint procedures also guide parents about what to do if they have concerns about the children's care. The childminder knows the children she cares for exceptionally well and organises her day to meet their individual needs. Children benefit from the childminder's excellent knowledge and understanding of equality and inclusion and her policy of undertaking any necessary training to meet the needs of specific children. In addition to the required records, she has developed written policies and procedures that cover all aspects of her practice that she shares with parents. The childminder is highly efficient in undertaking and reviewing risk assessments to reduce the hazards to children.

The quality and standards of the early years provision

Children's individual needs and preferred learning styles are catered for effectively, as a result, children are curious and confident and eager to learn. Children are beginning to develop good self-help skills as they access toys, help to tidy up and learn to put on their own shoes. They show an interest in the world in which they live, for example, they talk about the insects and how many legs they have. This is reinforced by the current theme, based on children's interests. Children recently enjoyed exploring the life cycle of caterpillars and are aware that caterpillars turn into butterflies. They have also watched and observed snails. Previous themes that the children have explored include food, transport and under the sea. They have access to a wide range of natural materials and use all their senses as they create textured pictures with sand and wool. The children have an awareness of problem solving, reasoning and numeracy as the childminder introduces concepts of number, shape and size into their play. The childminder promotes language with young children really well from an early age to develop their communication and learning skills. She asks them open-ended question and explains what they are doing and encourages them to question things and concepts.

Children enjoy being imaginative as they play with dressing up clothes and dress up as police officers and walk around with their radio. They have lots of fun and they sing songs as they play. Children have access to the garden daily and learn about their bodies and develop control and co-ordination as they access the sand tray, climb up and down the slide, and roll around in the spinning top. Photographic documentation shows the children have excellent opportunities to express their own thoughts and ideas using a variety of creative materials. Children learn about hygiene practices and personal care routines as they wash their hands before meals. They are well nourished and develop an awareness of healthy eating. The childminder provides healthy snacks and evening meals that are well balanced, nutritious to aid their growth and development. Parents are responsible for providing pack lunches.

The childminder's home is safe and secure. It is well equipped with equipment, furniture, resources and provides an enabling environment where children can thrive. Full risk assessments are in place for outings and the premises. Children's understanding of keeping themselves safe further promoted by practising the

emergency evacuation procedure on a regular basis. The childminder has a secure understanding of child protection matters and procedures, which ensures children's welfare is effectively safeguarded. The childminder acts as a positive role model to the children and they receive a clear message about what is expected of them, she is firm and consistent when managing their behaviour. Children are polite and behave well. They are encouraged to become aware of sharing and taking turns from an early age. Children develop a good sense of belonging as they move around the home with ease and confidence. The children clearly enjoy their time with the childminder and they thrive on her interaction and attention.

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?	1
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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