

## Inspection report for early years provision

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<b>Unique reference number</b>	EY245097
<b>Inspection date</b>	30/07/2009
<b>Inspector</b>	Patricia Ann Edward
<b>Type of setting</b>	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 was registered in 2002. She lives with her partner and two children, of whom one is a dependent, in a three bedroom house in the London borough of Merton. All areas of the property are used for childminding purposes, apart from the first floor master bedroom. The rear garden is available for outdoor play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of five children at any one time, of whom three may be in the early years age group. There are currently five children on roll, of whom four are within the early years age group. The childminder is available to provide care each weekday, on a full-time basis.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The childminder knows the children well and ensures all children are made to feel welcome in her home. All children are valued and treated as individuals, taking into account their ages and stages of development when planning activities. Children make good progress towards the early learning goals taking into account their starting points and ages. The childminder has developed a system of self-evaluation and is aware of her strengths and areas for improvement. She attends training to keep her knowledge and skills up-to-date.

## **What steps need to be taken to improve provision further?**

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

- continue to plan and ensure children's individual next steps are used to inform planning.
- ensure written observations are completed on all children in the early years age group
- ensure written risk assessments are in place for all outings and review dates are set

## **The leadership and management of the early years provision**

Children benefit as the childminder works well in partnership with parents. The childminder ensures she records clearly any medication given to children and any accidents that may occur. These records are shared with parents. Parents receive information about the childminding service and their child's care and education. The childminder spends time talking to parents and gathering information before the child starts. This enables her to find out about children's individual interests and starting points and she is then able to plan and provide appropriate activities

and resources to support each child. The childminder makes observations and judgements about the majority of children's achievements, however, these are not used effectively to plan for their next steps. Although written observations are in place, they are not completed for children who attend school full day. This impacts on children's ability to reach their full learning potential.

The children are cared for within a safe and secure home environment, where potential risks are monitored and addressed through effective risk assessments. However, risk assessments for all outings are not in place and those that are in place do not include a date for review. Children's risk of accidental injury is minimised because the childminder has a good understanding of health and safety issues. The childminder organises her time well to enable her to provide children with a high level of support and supervision. She has attended child protection training and has a secure and thorough understanding of her role and responsibilities in safeguarding children's welfare.

Access to training is ongoing and frequent and addresses areas where the childminder wishes to increase her knowledge and understanding. The ideas and skills acquired are quickly implemented so that the setting can continue to provide good outcomes for children. She is developing her systems for self-evaluation, and she recognises areas highlighted for improvement. In particular, the childminder is looking at developing effective systems for ongoing assessment and planning for the future progress of individual children towards the early learning goals. The childminder is committed to providing inclusive practice in which every child matters. All children are fully involved in the life of the setting as the childminder ensures that the daily routine and activities provided are adapted to suit the unique needs of children.

## **The quality and standards of the early years provision**

Children are confident, happy and settled in the childminder's care. They play in a bright and welcoming environment where the toys and resources are accessible and well organised. This enables children to make choices and to take the lead in their play, with the childminder providing a supportive role. Children enjoy opportunities to play with the small world toys, acting out familiar roles, such as driving the trains around the tracks and playing with the dinosaurs and making loud noises. Children's physical development is encouraged as they climb confidently on large climbing structures, demonstrating increasing dexterity. Children develop their awareness of the world around them as they play in the fresh air and notice the changing weather. They have planted vegetables and are learning to look after these, increasing their awareness of where food comes from and the needs of living things. Children beginning to show an interest in mini beasts, as they request to look at slugs and snails found in the garden and respond with "yuck" when they observe them up close through magnifying glass.

Children benefit from purposeful discussions, activities and outings with the childminder. These support and extend all areas of their development very well. Children make good progress in relation to their starting points. A warm and homely environment ensures children feel at ease. Photographs and artwork on

display value the children who attend. Resources are accessible both in and out of doors to promote children's independent skills. This enables children to make their own choices and decisions and to initiate their play and ideas. Children develop their social skills within the childminding home, for example, by eating snacks and meals together. The childminder organises regular visits to the various childminder drop-in and toddlers groups which provide different experiences and activities. This helps children develop their social skills with a wider circle of adults and children.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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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