

## Inspection report for early years provision

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<b>Unique reference number</b>	138065
<b>Inspection date</b>	24/03/2009
<b>Inspector</b>	Amanda Jane Tyson
<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 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 1993. She lives with her husband and one adult aged child in a residential area between Wimbledon and Morden. Parks, shops, bus and train routes are nearby. The family has a small pet dog and a cat. The whole of the ground floor and the first floor toilet facilities are used for childminding; one room is set up as a playroom. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for four children aged under eight years. There are currently three children in the early years age group on roll.

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

Overall the quality of the provision is good. Children are cared for in a generally well organised, inclusive and safe environment where their welfare and learning are promoted successfully. Good partnerships between the childminder and parents ensure that children receive consistent support. The childminder establishes secure and trusting relationships with the children, which gives them the confidence to express themselves as individuals. Her enthusiasm drives continuous improvement. She regularly attends training workshops, seeks advice from other early years practitioners and enjoys implementing new ideas to promote and support children's welfare, care and development.

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

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

- strengthen the procedure for keeping children safe on outings; pay particular attention to a potential lost child situation
- develop partnerships to include children's other early years providers to ensure that children receive consistent learning support between their two settings
- review and update policies and procedures to fully reflect the requirements of EYFS and ensure that they contain sufficient detail; pay particular attention to the statement for child protection and making a complaint.

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

Children are cared for in a clean and well maintained home. The organisation of accessible, good quality play and learning resources encourages their independence and ensures their safety. Children's welfare needs are well monitored through good record keeping. For example, the details of any accidents and injuries sustained to children, any administered medication and behavioural

incidences are all comprehensively documented. This provides a good audit trail to highlight any possible concerns. However, policies and procedures, devised by the childminder to explain her regulatory responsibilities and operational plan to parents, such as 'complaints' and 'child protection', have not been updated for a while and do not accurately reflect all of the new legislation.

A very effective partnership with parents enables the childminder to organise her routines and activities to meet children's individual identified needs, such as encouraging independence and supporting toilet training. A daily contact book and regular photographs of children at play provides parents with all the 'fly-on-the-wall' information they need to reassure them how much fun children are having and what progress they are making in their learning. However, this positive partnership has yet to be extended to children's other Early Years Foundation Stage (EYFS) providers, such as nursery staff, to ensure that the planned learning programme in each setting complements and/or supports each other.

The childminder's commitment towards continuous improvement is well demonstrated by the several modifications she has made to her systems for monitoring and assessing children's progress towards the EYFS, in a strive to find the most useful method. She evaluates the effectiveness of her activity planning and uses this to adapt and extend activities next time. The childminder makes good use of the local training opportunities and is constantly looking for new ideas to try out with the children.

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

Children are happy and settled. They demonstrate a strong sense of belonging within the childminder's home. They benefit from a stimulating programme of activities which includes lots of opportunities for them to socialise and form friendships with other children. Children are becoming confident and articulate communicators. They know that the childminder is very interested in everything that they say and this encourages them to share their thoughts, ideas, news and feelings during play. Activities such as 'play dough', which are accessorised with a wide range of tools, encourage physical dexterity and enable inclusion. The childminder engages all the children, with their different levels of ability and interests, in delightful conversations. For example, children talk about 'whose mummy is at work today', the fruity smell of jelly and mint scented play dough, and the colours and shapes of their 'play dough cakes'. Children use number language routinely and confidently attempt to calculate low numbers. They make marks using paint, chalks and their fingers as they explore malleable substances and sand, as well as with pencils and crayons.

Children's knowledge and understanding of their immediate and wider world, and how it works, is developed through play and first-hand experiences. Dolls which depict diverse ethnicity are lovingly bathed. Children take part in craft activities which are linked to cultural or religious festivals, and visit places such as the farm and the post office. The children are becoming budding thespians; they love to dress up and act out their real and imaginary experiences, such as conducting a doctor's examination of the childminder's ear.

Children keep healthy and active by taking part in plenty of fresh air and exercise. They enjoy walks with the childminder's dog, climbing trees, practising new skills in the play-parks, exploring the unpredictability of the seasons such as the recent snow, riding bikes in the garden and throwing themselves around in indoor soft play centres. This, along with the provision of healthy snacks and meals, is laying the foundations for children to adopt a healthy and active lifestyle. The childminder talks to the children about safety issues, particularly the importance of staying close to her when they are out in the community. This undoubtedly helps to minimise the possibility of a lost child situation. However, children visit many different places and the risks that these environments present differ. Not enough attention is given to planning a procedure for responding to a lost child situation in each of these situations or to enabling a speedy reunion with the childminder. Children are knowledgeable about fire safety rules though because they practise the evacuation procedure regularly.

## 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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## **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.