

Inspection report for early years provision

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| Unique reference number | 137924 |
| Inspection date | 03/09/2009 |
| Inspector | Patricia Ann Edward |
| Type of setting | Childminder |

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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.

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Description of the childminding

The childminder was registered in 1997. She lives with her three children of whom two are dependent, in the London borough of Merton. The whole of the ground floor and first floor master bedroom and bathroom are areas used for childminding. There is a fully enclosed garden available for outside play. The family have pets, which include two rabbits and a cat.

The childminder is registered to care for four children under eight years at any one time and is currently minding five children on a part time basis of which three are within the Early Years Register and the others are older. The childminder is on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register. The childminder takes children to and from schools. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are promoted well. The childminder recognises the uniqueness of each child and values diversity. A strong partnership with parents is established and this ensures continuity of care and two-way communication. Links with other settings have been made, to ensure she complements the care and learning children receive elsewhere. The childminder is beginning to reflect on some of her practice and is committed to improvement.

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 planning so that it is tailored to meet children's next steps in learning across the six areas of learning
- increase the security of the front door to prevent children from leaving the premises unsupervised

The effectiveness of leadership and management of the early years provision

Children's welfare and safety is a priority. The childminder protects children from harm or neglect as she has a good understanding of the Local Safeguarding Children Board policies and procedures. Detailed risk assessments are undertaken and are regularly reviewed to ensure children are kept safe as they play both in the indoor and outdoor areas. The risk assessments undertaken fully include details about all specific outings involving the children. However, risk assessments have not identified the safety issues in relation to the security of the front door to prevent children leaving the premises unsupervised.

The childminder attends a range of training workshops to ensure she is up-to-date with current issues about the care and learning development of children. She has obtained and adapted a range of policies to reflect the Early Years Foundation Stage (EYFS) and ensures the parents sign to say they have read them. The childminder reflects on her practice and has begun self-evaluating to highlight her strengths. However, she does not use the system effectively to identify any areas for enhancement, to ensure continuous improvement. The childminder demonstrates a commitment to improve and has addressed the recommendation set at her last inspection. As a result she has increased her resources that reflect positive images of diversity, which ensures continuous improvement.

The childminder provides a caring environment for all children. This promotes inclusion and ensures children's needs are met on an ongoing basis. The childminder liaises with other settings providing for the children in the EYFS which also promotes inclusion for all children on roll. The childminder works in partnership with the children's parents and friendly relationships are established, with the sharing of information encouraged. There is plenty of verbal communication when children are delivered and collected. There is also a written two-way exchange of information with the sharing of children's development files that contain examples of the children's work, photographs and observations. The assessment records keep parents well informed. However, observations and next steps have not yet been fully utilised to inform planning across all six areas of learning.

The quality and standards of the early years provision and outcomes for children

The childminder develops positive working partnerships with parents. She encourages frequent two-way verbal communication to ensure each child's individual needs are met and to promote continuity of care. She encourages parents to contribute observations of their children to include in their Learning Journey record. The childminder gathers relevant initial details about the children to ensure they are cared for according to their parents' wishes. Thorough documentation is in place to support children's welfare. She has clear written childminding policies which are shared with parents and reflected in practice.

Children are settled and happy within the environment. They are comfortable with the childminder and have built a warm and trusting relationship. Children are making good progress in most of the areas of learning. The childminder has implemented a system for monitoring the children's progress towards the early learning goals, using the local authority Learning Journeys. This remains an area for ongoing development. She has developed monthly planning sheets to help her organise outings, cultural events and related activities and completes adequate written observations. These are used adequately to identify next steps for most areas of learning. However, information is not used effectively to inform future planning, although, the childminder does instinctively challenge children in their learning as they go about their play. For example, during a writing activity with older children, she develops children's understanding of the use of upper and lower

casing. She also asks questions that promote children's language and thinking.

The childminder knows each of the children well and enables all children to participate in the activities available, at their own level. She has a positive attitude towards diversity which is reflected in the resources, which are part of integral play materials. Children enjoy joining in with collage and painting activities to create colourful pictures. Regular trips to farms and surrounding countryside enable the children to learn about a variety of soft fruits and plants. Children's communication, language and literacy are developed through their love of books, drawing and writing. Children are kept generally safe as the childminder ensures they are supervised at all times and discussions are held about how they can keep themselves safe. For example, they learn about keeping themselves safe in the event of a fire by taking part in regular emergency evacuation practices. Children's positive behaviour is praised and they are encouraged to share and take turns.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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| 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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