

Inspection report for early years provision

Unique reference number	139847
Inspection date	31/07/2009
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.

Description of the childminding

The childminder was registered in 1992. She lives with husband and two adult children in the London borough of Sutton. All areas of the ground floor and first floor master bedroom, toilet and bathroom are areas used for childminding purposes. The rear garden is available for outdoor play. The family have a cat.

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

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder ensures that the needs of all children are met well and that the uniqueness of each child is recognised so all children are supported and no group or individual is disadvantaged. Children are enabled by the childminder to make good progress in their learning and development, however, there is a minor weakness with regard to their next steps for learning and planning. Clear and effective systems are in place to ensure that children's welfare is protected and promoted with regard to child protection, however, risk assessments for outings are limited. Self evaluation was not completed at inspection but the childminder is aware of her strengths and areas she wants to improve.

What steps need to be taken to improve provision further?

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

- ensure that next steps for learning are clearly identified in children's records, in order to support their continued progress towards the six early learning goals
- ensure risk assessments are completed for all outings and visits that the children take part in
- ensure the playroom patio doors are made visual and the first floor toilet door lock is made safe or inaccessible
- develop a system of self-assessment in order to promote continuous improvement

The leadership and management of the early years provision

The childminder has devised and implemented effective policies and procedures which clearly ensure the smooth daily running of her setting. Parents are provided with copies of policies and procedures, providing a source of reference at any time. Safety and security is a priority. The childminder maintains a visitor record and

ensures that personal identification is checked prior to allowing entry into her home. Systems for the safe arrival and collection of children are in place and registers include hours of attendance to ensure that each child is safely accounted for at all times. The childminder completes written risk assessments of her premises, although they have not raised minor safety issues around the safety of the patio and toilet doors. Risk assessments are not currently completed on all outings and visits that the children go on. All health related documentation is in place. The childminder clearly understands how to protect children in relation to child protection and knows how to make a referral if she has a concern. The childminder has completed relevant first aid training enabling her to care for children appropriately should they have an accident or become ill. Since the last inspection, the childminder has improved children's knowledge and understanding of what to do in the event of an emergency. They regularly practice the emergency evacuation procedure that the childminder has devised.

Children's health is promoted as the childminder maintains good levels of hygiene throughout her home. There are good hand washing routines after changing nappies and before the preparation of food. Toddlers sit comfortably in high chairs to eat their nutritious snacks and meals. The childminder has obtained all required permissions, contracts and record forms in place, which is stored securely and confidentially. Open and daily communications helps both the parents and childminder to create a framework for partnership working. The organisation of the home enables children to move freely and make their own choices from the range of toys and resources available in the playroom. In addition, the childminder is in the process of putting together a book, containing further toys and resources which may not necessarily be out on a particular day, providing children with an even greater choice to spark their ideas and imagination. All children are able to rest or be active according to their individual needs.

The quality and standards of the early years provision

Children make good progress in the childminder's care because their individual needs are met. The childminder has developed an adequate understanding of the learning and development requirements of the Early Years Foundation Stage, which she uses to plan a stimulating and broad range of activities. Observations of the children at play are completed, however, they are not effectively used to identify their next steps for learning across the six areas of learning to ensure children are consistently supported to progress and gain new skills across all areas. Children are becoming active learners and readily engage in activities, showing patience and dedication to tasks. For example when completing an inset puzzle. They recognise numbers on the till and benefit from opportunities to use the computer games in order to support their learning. Children have opportunities to develop their social skills and play alongside other young children as they attend a number of childminding and playgroups enabling them to develop an understanding of sharing, taking turns and securing relationships with their peers. They enjoy regular trips to the local parks and the farm with the childminder. Children's self esteem is good because they respond to the praise and encouragement. Their understanding of diversity is enhanced well through access to an excellent range of play resources including books showing children from

different cultures, religions and with varied disabilities. The posters of children from around the world in the play room further encourages children to value self and have respect for others.

Children are very much at home and at ease in the child centred childminder's home. The effective organisation of the home enables children to move about freely and independently, developing their confidence to initiate their own play and learning. Children are happy, confident and independent learners who have confidently learned to use spoons to feed themselves. They are developing a sense of right from wrong as the childminder uses age appropriate management behaviour strategies, which are consistently applied. Toddlers enjoy lots of cuddles and they make their needs known in various ways. They are curious learners and they squat to observe, small world play materials and handle many objects. The childminder places a strong focus on helping children to develop their speaking and listening skills by asking open-ended questions and constantly talking to them. Toddlers enjoy participating in many sensorial experiences, such as water play and painting. They begin to develop their problem solving skills and increase their hand eye coordination, for instance, as they post different shapes and fit puzzles together.

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?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met