

Inspection report for early years provision

Unique reference number	139856
Inspection date	11/05/2009
Inspector	Cheryl Walker
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 1993. She lives with her husband and two teenage children. The family live in a house in a residential area of Wallington. The ground floor is the main area used for childminding, and there is a play room available. Bedrooms upstairs are used for rest, and older children may occasionally play upstairs. There is a downstairs cloakroom. A garden is available for outdoor play.

The childminder is a member of the National Childminding Association and Sutton Childminding Association. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding a number of children in this age range, all of whom attend on a part-time basis. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. Care is also provided for a number of children on a before and after school basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's needs are well met because the childminder recognises the uniqueness of every child. They make good progress in their learning and development, within an enabling and nurturing environment that supports their individuality. Clear policies and procedures are provided for parents, which underpin the service and good systems for communication are in place. Parents express their total satisfaction in the service provided. The childminder effectively recognises strengths and weaknesses to work towards continuous improvement.

What steps need to be taken to improve provision further?

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

- begin to link children's identified next steps into the planning
- ensure the type of medication to be administered is clearly recorded

The leadership and management of the early years provision

Children and their parents are welcomed into the childminder's home. Their safety and well-being are of high priority and clear systems and rules are in place to ensure this. The childminder provides a safe and comfortable environment, which is organised effectively to support children in their play. Children's on-going development is encouraged, as a result of the childminder's understanding about how they learn. She successfully achieves a good balance of adult-led and child-initiated play opportunities, which further develop children's independence and interests. Children are well supported and interested in the activities available to them.

The childminder has an in-depth knowledge of each child's individual needs and she is committed to working closely with parents to ensure they make good progress in their learning journey. Children have formed close relationships with the childminder due to her calm and caring nature, helping them to feel secure and valued.

Well-organised record keeping by the childminder contributes to children's overall health, safety and well-being and most records contain sufficient detail. The childminder has a clear understanding of her role in safeguarding children. Clear information, through well written policies, is available to parents to highlight this. Children are supervised well and an effective risk assessment helps to ensure children's safety both inside and outside of the home. The childminder regularly reflects on her service in order to identify areas for change and improvement.

The quality and standards of the early years provision

The organisation of the home and resources promotes children's autonomy and independence and they move freely and safely around the areas used for childminding. The designated playroom is well organised to enable children to see and access the toys that they want. Children can move freely from room to room to access further resources. They independently collect the collapsible tent and move it into the large hallway. They work together to put it up and pretend they are going on a journey, using their developing skills of imagination and creativity.

The childminder demonstrates a sound understanding of the six areas of learning and plans flexible activities to ensure these are well covered. She is beginning to record observations of children's play and achievements, though these are not yet fully developed to clearly link learning priorities within the plans. Young children's speech and language is encouraged through positive interaction and encouragement. The childminder engages in conversation with the children to widen the vocabulary and develop communication skills. They further their social skills when they meet with peers at local groups.

The setting is kept safe through regular risk assessment. Good measures are in place to ensure children's safety. Children learn how to keep themselves safe as the childminder uses clear explanation at a level that they understand to talk about dangers. They are helped and encouraged to climb the steps in the garden until they feel confident to do this on their own. Basic and relevant house rules are in place, so that children learn to respect their environment and the people around them. For example, children know that they must wait their turn to use the trampoline and do so patiently.

Children's health is well supported. They learn about simple hygiene routines, such as washing their hands before food, and have individual drinking cups and bedding to prevent the spread of infection. They benefit from balanced, healthy snacks and meals which meet their dietary needs. The childminder has gained clear information from parents concerning specific dietary needs and caters for these accordingly. Children sit sociably together, interacting positively with their peers

and the childminder whilst they eat. Children have regular access to the outdoors so they benefit from fresh air and exercise. They have fun whilst they gain balance and coordination skills, as they use the wide variety of outdoor toys and equipment available to them.

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?	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?	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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