

Inspection report for early years provision

Unique reference number	138164
Inspection date	29/09/2009
Inspector	Jane Elizabeth Chappell

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1994. She lives with her husband and two children, aged 10 and 13 years old, in a four bedroom house in Mitcham within the London borough of Merton. The whole of the ground floor and children's bedrooms are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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 are cared for in a safe and stimulating environment where the childminder recognises each child's individuality and effectively promotes inclusive practice. Children make good progress in all areas of learning because the childminder is skilled at interacting with them and has a good understanding about how children learn new skills. Strong partnerships with parents have been established which ensure good communication systems. The childminder is able to reflect on her practice and is able to recognise her strengths and areas for improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a risk assessment for all outings (13/10/2009
Safeguarding and promoting children's welfare)

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

- ensure observation and assessments of children's achievements are used to identify next steps for their development and plan relevant learning experiences for each child

The effectiveness of leadership and management of the early years provision

Children are kept safe and protected because the childminder has a good understanding of the procedures to be followed to protect children and knows how to make a referral if she is worried about a child. Children's safety, health and welfare are promoted through effective implementation of childminding policies,

which are shared with parents at the start of all placements. Children play and move around in a safe environment because the childminder effectively minimises potential hazards by conducting regular thorough risk assessments within the home. Risk assessments are in place for some outings, however, they are not personal to each type of outing, as required. The childminder organises space and play resources well which enables children to engage in challenging play experiences. The childminder demonstrates a positive approach towards making improvements to her provision and intends to undertake additional training to increase her awareness and understanding of early years issues.

There are strong systems in place to share information with parents and to keep them fully informed about their children's care and learning, both through a combination of daily discussions and their children's development records, which they are encouraged to take home on a regular basis. Parents state that they are very happy with the childminder and would always recommend her. All children's personal details are gathered from parents prior to the placement and the childminder is sensitive to their individual needs and interests when settling them in her home. As a result, children are very happy and secure in her care.

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

Children are content and enjoy their time in the childminder's care. They receive attention appropriate to their individual needs and the childminder responds efficiently to the children throughout the day. She is aware of their routines and knows them well, for example, as they become hungry or tired. Children feel safe in the childminder's home because she offers them warmth and security. For example, young children show that they feel safe by responding positively to the childminder as they cuddle into her while having a drink and put their arms up for support as they try to walk. They are also encouraged to begin to put toys away as the childminder explains to them why, such as 'let's tidy these away so we don't trip over them'. Children's good health is promoted well as they play in a bright and clean home. They receive healthy and nutritious meals and snacks including fresh fruit and vegetables on a daily basis.

Children take part in a good variety of activities and experiences that support their development and help them make good progress towards the early learning goals. The children clearly enjoy their time at the setting and settle immediately to the various activities that have been carefully set up for them to support and extend their development appropriately. They confidently help themselves to the bright and well-maintained resources and actively involve the childminder in their play, for example, as they giggle while banging on the drum, as they push the button down and wait with excitement for the dog to pop up, and put their arms up to the childminder for support as they take tentative steps while pushing the doll's pram. Children enjoy a good balance of indoor and outdoor activities as they regularly go to the park, enjoying the large apparatus on offer. Regular walks in the local community, visits to playgroups and the local library allow the children to learn about the world around them. The childminder supports children's learning sensitively as they play, giving lots of praise and encouraging them to repeat new

words, sing familiar songs, and chat about what they are doing. The childminder knows the children well and regularly observes their achievements. She is still developing her system for making assessments of children's progress and using observations to plan for the next steps in their learning.

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

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

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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Outcomes for children in the Early Years Foundation Stage

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

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