

Inspection report for early years provision

Unique reference number	139865
Inspection date	17/09/2009
Inspector	Sandra Patricia Jeffrey

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 2001. She lives with her husband and two children aged nine and six years in the London Borough of Sutton. The whole of the ground floor and two bedrooms and the bathroom on the first floor are used for childminding. There is a fully enclosed garden available for outside play. The childminder walks to local schools and pre school groups to take and collect children and takes the children to the park. The family have a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children at any one time and is currently minding eight children, five of whom are in the early years age range, and all of whom attend on a part-time basis. The childminder holds a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of children's welfare and development successfully and ensures that the children's care, learning and developmental needs are well supported. All children are valued by the childminder and warm and trusting relationships are fostered, therefore enabling children to feel safe and secure. Strong partnerships with parents and a good knowledge of each child's needs results in all children receiving appropriate support. This helps children make good progress in their learning. The childminder has a good capacity to maintain continuous improvement, because she seeks to improve her knowledge and understanding of children's early years, through continuous training, to further enhance her already good knowledge in early years practice. She has a clear vision for the provision she provides in order to further promote the positive outcomes for children in the evaluation of her service.

What steps need to be taken to improve provision further?

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

- notify Ofsted of any serious accident to a child and of the action taken (Promoting good health) - also applies to both parts of the Childcare Register 01/10/2009

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

- ensure assessments and profiles relating to the children's final year of the Early Years Foundation Stage are completed to ensure children's progress towards the early learning goals is effectively tracked

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good level of ambition and drive for improvement in her knowledge and skills by making good use of training opportunities. For example, she has successfully achieved a Level 3 Diploma in Home-based Childcare and is in the process of embarking on some additional training. As a result of her dedication to updating her knowledge and skills, she is continuously enhancing the already good learning and development opportunities for children in her care.

In addition the childminder has appropriately addressed the recommendation made at the previous inspection, which has resulted in improvements in relation to the children being offered food that promotes a healthy lifestyle.

Resources are carefully arranged and organised, to create an enabling environment for children to play and learn within. Children are confident and independent learners because they have easy access to a good range and variety of exciting toys and play materials which strongly support their enjoyment and achievement.

The childminder provides a service that is inclusive for all children and their families. She is flexible and works closely with the families' individual work patterns to ensure that the children are as settled as possible. Children have access to a good range of toys and activities that promote positive images of diversity and equality, enabling them to learn more about the world around them. Children's understanding is promoted in a variety of ways, including celebrating various festivals and enjoying a select range of books and puzzles. The childminder also uses spontaneous opportunities when the children observe people in the local community, who have special educational needs and/or disabilities, to sensitively explore the children's natural curiosity.

The childminder has a good understanding of the procedures to be followed to safeguard children and knows how to make an appropriate referral if she is worried about a child in her care. The childminder completes comprehensive written risk assessments every three months, in addition to the daily visual risk assessments which are used to identify any action to be taken to eliminate potential risks before the children's arrival. Appropriate health and welfare policies are in place and shared with parents at the start of each placement. Clear, accurate records are kept, including those of accidents and children's daily attendance, which help to ensure the well-being of the children. However, the childminder omitted to notify Ofsted following a recent accident that required a child to receive hospital treatment. She has however, subsequently been proactive in rectifying this oversight.

The childminder warmly engages with parents and carers to ensure that a good two-way flow of information is shared on a daily basis. Parents are also shown the childminder's comprehensive policies and procedures and are kept up-to-date with their child's progress through a combination of daily discussions and contact books.

The childminder also requests and welcomes open feed back from the parents. Parents spoken to expressed their gratitude to the childminder for her hard work and flexibility.

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

Children are extremely happy and enter the setting with confidence and settle quickly with the support and skill of the childminder. As a result of the care and dedication afforded to them by the childminder, children enjoy a smooth and gentle separation from their parents, as they look forward to the activities and experiences that await them. Children receive plenty of attention, as the childminder listens attentively and responds warmly to the children throughout their daily routines.

The children clearly enjoy their time at the setting and settle immediately to the various activities that have been carefully set up for them, which are theme based and extend the children's development appropriately. They confidently help themselves to the bright and well-maintained resources and actively involve the childminder in their play as they competently identify the letters of the alphabet in the play mat for example.

The childminder is skilled at encouraging the children to try to resolve things for themselves in the first instance, when completing puzzles for example. This fosters their independence and supports their learning and development achievements.

Children are supported well in their learning and development and are making generally good progress from their starting points and through the early learning goals. However, the process for tracking the progress of the children in the later stages of the Early Years Foundation Stage are not fully effective as a result of a misunderstanding of the requirements on the childminders behalf.

For the younger children, written observations of the children's progress and achievements are well maintained. Next steps are reviewed on a regular basis and systems for monitoring and tracking children's progress towards the early learning goals are well developed, with clear aims and objectives for the next steps incorporated effectively into the planning.

Children are safe and secure in the care of the childminder who affords them warmth and security and a sense of calm and order. A happy and relaxed atmosphere is evident and children respond positively to the firm but gentle boundaries set by the childminder. They know they must not run in the home and must sit down when eating for example.

Children are actively encouraged to develop healthy lifestyles as they walk to as many of the local facilities as possible and enjoy regularly trips to the park. They receive a healthy and nutritious diet, which helps them to make good choices about what they eat and drink. Children play and relax in a hygienically clean and tidy home, where good hygiene practices are in place; including the provision of

individual hand towels for all children, further promoting their health and welfare.

Praise is used to excellent effect by the childminder during children's play and as a result, they are confident and develop high levels of self-esteem. They develop skills such as waiting for each other to finish at meal times and consequently begin to understand how their behaviour affects others and also how they can make a positive contribution, by showing consideration to others, with special birthday celebrations for example.

Children are developing skills for the future through support in using a wide range of electronic resources such as, Vtech toys and remote controlled toys for the younger children and the PlayStation and Wii games for the older children.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 01/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 01/10/2009