

Inspection report for early years provision

Unique reference number	137930
Inspection date	03/12/2009
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 1996. She lives with her husband, in the London borough of Merton, close to shops and transport links. All areas on the ground floor are used for childminding purposes, with 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, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years after school and during school holidays. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working with another childminder, she may care for a total of no more than 8 children under 8 years. Both childminders have joint responsibility for the childminding practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of the children's welfare and learning, enabling them to make good progress in the Early Years Foundation Stage (EYFS). She provides a welcoming and stimulating environment where children are safe, secure and healthy. She works closely with the parents and is beginning to building valuable links with the schools the children attend. The childminder is beginning to use useful systems to monitor and evaluate her childminding provision to ensure improvements are made where necessary. She is committed in developing her skills further through professional training and workshops.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents before administering medication to children (Promoting good health) 31/12/2009

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

- continue to develop observations to identify and plan for individual children's learning and educational priorities across the six areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder has a general awareness of safeguarding issues. She has devised a written child protection policy, which details her role and responsibility to safeguard children, which she shares with parents. There is up-to-date information in line with Local Safeguarding Children Board procedures at hand to refer to, this further ensures children's welfare is always given regard. The childminder completes written risk assessments to help identify potential hazards that could harm children. Safety gates and drawer locks are in place to prevent young children from accessing areas that they should not. Fire drills are regularly practised so that children know what to do in an emergency. When taking the children out, they are effective strategies are implemented such as children wearing high visibility vests and wrist bands, which have the childminders details written on them. Older children are taught about road safety and stranger danger.

The childminder's self-evaluation systems help her to identify the strengths and weaknesses of her provision, enabling her to make improvements. Changes have been made since the last inspection to develop her knowledge and understanding by attending workshops and training courses. She undertakes regular training to ensure her skills are up to date, such as common assessment framework, early years foundation stage framework and self-evaluation, to continue to maintain a good quality service for the children and families who attend. The childminder shows a good deal of insight into the effectiveness of her service and is beginning to identify areas to develop. There were two recommendations made at the last inspection, which have been addressed. The childminder has devised a written sick children's policy and obtained written consent to seek emergency medical treatment, all of which has promotes children's welfare and demonstrates her ability to maintain continuous improvement. The childminder has an appropriate understanding of the importance of promoting children's health. She maintains a number of documentation to support this, however, some lack the required information. For example, accident records contain correct details. Parents countersign medication records when informed that medication has been administered, although no written consent is obtained from parents prior to medication administration.

The childminder and her co-childminder demonstrate a strong commitment towards supporting all children and welcoming them into her home. She values each child as an individual and is skilled in adapting the routine to support every child. For example, the childminder plans activities which incorporate children's current interests and she sensitively supports children in overcoming fears and anxieties, through fun, practical activities. The assessment procedures are developing well and the childminder uses information gathered from her observations of children's learning to plan for their next stages in development. However, next steps are not identified across all six areas of learning. As a result, this prevents effective learning being planned across all six areas of learning. The childminder encourages children to become independent, active learners. For example, the play room is very child centred and is organised well to enable to self select equipment with ease. This reinforces free play and provides them with

choice. Children benefit from the extremely positive working relationships the childminder has with their parents to ensure continuity of care. The childminder is proactive in gathering details from parents about the children before they start to attend to ensure their individual needs are met. Parents receive regular information, both verbal and written, about their children's activities. Partnerships with other providers where children receive additional care are currently being established. This further ensures consistency of learning and education.

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

Children benefit from being cared for in a family environment where the childminder treats them as an individual and shows them genuine affection. The childminder is able to identify when they need support in a particular area of development and provides activities or increased levels of attention to ensure that progress is achieved. Children enjoy a broad range of activities and play experiences in and outside of the home. These provide considerable support to their development. Cooking activities promote children's learning exceptionally well. The childminder enables children to use their independence skills such as buttering their bread at tea time. This also helps children to develop confidence in their physical skills, for example, they use a knife with control to cut through the butter and to spread on to the bread. Mealtimes are pleasant social occasions where children happily sit at the table and thoroughly enjoy their nutritious meals. Children learn to appreciate and value diversity through using multicultural resources in their daily play and are beginning to learn sign language. They have opportunities to learn about the wider world because plans and learning are loosely based on themes, such as national roof over your head day, transport, Christmas and Hanukkah.

Children enjoy creative activities; some skilfully draw images whilst others are just beginning to be confident in holding the one-handed tools. The childminder talks to children about colours and shapes during play, extending their vocabulary and developing their language skills, when playing with jigsaws. Their knowledge of colours and shapes is developing well. Children are given time to explore resources and younger children enjoy taking items out of a box one by one. Their sleep routines are followed closely and the arrangements for monitoring them during sleep is appropriate. The childminder uses positive methods to manage behaviour and all children respond well to her and co-childminder. They enjoy good relationships with each other and with the childminder. They enjoy sitting on the childminders lap for a cuddle as they look at a book or play with toys. It is evident that the children feel secure in the childminder's care. This supports their personal, social and emotional development. The childminder provides plenty of praise and encouragement. Their artwork is displayed well in the play room, as a result, this builds children's self-esteem. Regular visits to toddler groups enable children to develop their confidence outside of the home. This contributes to children widening their social skills with a larger group of children and adults in the local community. Children benefit from accessing different resources and activities. This enables them to develop and practise new skills and learn from new experiences.

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

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

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