

Inspection report for early years provision

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Inspection date	07/12/2009
Inspector	Janet Sharon Williams
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 has been registered since 1977. She lives with her husband. They live in Balham located in the London borough of Wandsworth. The area is well served by public transport, shops and parks within close proximity. The childminder uses the ground floor of her home for childminding, consisting of a kitchen/diner, bathroom, lounge and garden. The childminder is a member of the Wandsworth childminding association, and takes children out to many of the local groups, one o'clock clubs and parks within the area. The childminder is registered to care for six children at any one time and is currently caring for five children in the early years age group, most of whom attend part-time. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are able to make good progress through the range of activities provided both indoors and out. Partnership with parents and others within the local community promotes inclusive practice for children's welfare, learning and development. The childminder is aware of her strengths and weaknesses and addresses them through self-evaluation and thrives to make improvement to support the needs of all children being cared for.

What steps need to be taken to improve provision further?

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

- ensure a record is maintained of risk assessments carried out for both indoors and out (Documentation) 07/12/2009

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

- provide a range of toys and play materials that reflect diversity and to raise children's knowledge about disability

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good level of commitment to safeguarding and protecting children, for example, identifying any child at risk and liaising with the appropriate child agencies. Although the childminder does not have a written record of risk assessments, she ensures that the necessary precautions are taken to ensure that all areas used by the children are suitable and safe, both indoors and out. Frequent fire evacuation procedures are also carried out and clear

documentation proves that children are able to evacuate the premises safely. On outings children also learn about keeping themselves safe, they know the importance of waiting for the green man when crossing the road and that they must hold onto the pushchair. Documentation in place includes children's arrival and departure times, a system for recording accidents and medication to be administered. The childminder has an up to date first aid certificate to enable her treat children in event of an emergency.

Children have many opportunities to achieve the early learning goals. The childminder provides good quality play experiences and routines enhance children's development and welfare. The childminder has a sound knowledge of the Early Years Foundation Stage Framework and is aware of what she does well. Comprehensive written observation and assessment profiles are in place for each child being cared for. This enables the childminder to know what level each child is at and how to move them on in each of the areas of learning. Although the childminder has no written self-evaluation to address and identify her areas of strengths and weaknesses, her plans for the future are well directed to bring about further improvement to the provision and outcomes for children. For example, the childminder ensures that she keeps up to date about changes in the framework relating to the Early Years Foundation Stage (EYFS).

The childminder works well in partnership with parents, information is shared with them daily and the childminder ensures she gathers all relevant information about the children and their parents prior to placement. Positive feedback received from parents indicates how parents are very happy with the care and learning provided. The childminder also works in partnership with others, such as where children attend local groups or early years settings. All in which contributes to meeting children's needs effectively. Although the childminder is not caring for any children with special educational needs and/or disabilities, she demonstrates how she would meet their needs through ensuring that they are included in all activities and making the necessary adaptation to meet their individual needs.

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

Children enjoy their time at the childminder. Good learning opportunities help to meet all children's needs well and keep them actively engaged both indoors and within the local community. Each day the childminder provides children with a varied range of toys and equipment according to their age and stage of development. Resources and play materials are always made readily available to enable children to make their own choice about what they would like to do. Children extend their personal, social and emotional development, through sharing during play and meeting up with other children at the local play groups. There is clear evidence that children enjoy each others company, for example they play together, talk and share their experiences. When playing with cars and a steering wheel they talk about using their satellite navigation to help them know where they are going. Children are able to continuously use their imaginative and creative skills through participating in art and craft using a range of materials, such as, coloured paper, glitter, paint and various texture fabrics. This also enables children

to engage in activities requiring hand-eye coordination through using glue spatulas and paint brushes. Children are very competent speakers, they have many opportunities to listen to stories. For example, they listen attentively when the childminder reads to them a story about being in the woods, she relates it to what they do and see when they are out and about with her in the park, such as, watching squirrels and leaves falling from the trees. This contributes to the childminder discovering and following children's interests. Although children frequently are able to meet and mix with people within the diverse community, the childminder has few resources and play materials that reflects positive images and to raise children's awareness about disability.

Children are able to establish good hygiene habits, they know that they must wash their hands after using the toilet. Meals and snacks provided are balanced and nutritious and children are able to request for fruit. Fresh drinking water is readily available for children to help themselves at any time.

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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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