

Inspection report for early years provision

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Inspection date	20/11/2009
Inspector	June Fielden
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 2001. She lives with her two daughters aged 14 and 16 years in the London Borough of Sutton, close to shops, parks and schools. There is a fully enclosed garden for outside play. The whole of the ground floor of her home, plus a bedroom on the first floor are used for childminding.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age group. She is currently minding four children in this age group part-time. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and regularly attends toddler groups. The childminder 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 warm and welcoming environment. The childminder has a good understanding of children's individual welfare and learning needs. She has an exceedingly good partnership with parents, other providers and agencies involved in providing care for the children she minds, which is significant in making sure that all children's needs are met. Through self-evaluation the childminder is aware of her strengths and areas for further development. She ensures that an inclusive environment is created for children.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment covers everything with which a child may come into contact, including the mirror in the hallway and the materials from the old bathroom in the garden.

The effectiveness of leadership and management of the early years provision

The childminder has an effective understanding of her legal duties and responsibilities with regards to child protection issues. The successful relationship she has with parents ensures that there is a regular exchange of information to further assist in safeguarding children. The childminder conducts risk assessments of her home, which are recorded and reviewed. She also carries out risk assessments for outings. The childminder has a wide range of policies and procedures in place, all of which are made available to parents.

The childminder is motivated to improve her practice through ongoing training and has attended a broad range of courses since her last inspection, to develop her knowledge further. She has an effective range of toys and equipment that is appropriate for all minded children. Space is well organised in order to enable children to move around freely and select the resources they wish to play with. The childminder grows plants with children and makes them aware about recycling waste materials. She has a good understanding of how to promote equality and diversity. The childminder treats all children equally, and adapts her practice to meet their requirements. The childminder's equal opportunities policy makes it clear that she teaches children to have a healthy respect for each others differences, and encourages parents to share their special occasions with the group. She identifies her strong points as the way in which she ensures that children are well cared for and looked after, and the safe environment she provides for them. The childminder has fulfilled the requirement of the recommendation raised at her last inspection, as her emergency escape plan is now practised with children, and a record of this is kept, to further ensure their well-being.

Parents receive comprehensive information about all aspects of the childminder's practise when their child starts at the setting. Daily diaries and verbal communication keep parents well informed of their child's progress and well-being. The childminder seeks parents' views on her provision through her discussions with them. She talks to children about what they like doing when they are with her to gauge their opinions. She has regular meetings with parents to keep them informed about what she is doing with children, and their child's development records are available to them at any time. Letters from parents are exceptionally positive about the care provided by the childminder. She liaises efficiently with other settings children attend to exchange information and find out what they are doing there, enabling her to follow up on this work with them. The childminder provides exceedingly good care for children with special educational needs and/or disabilities. She consults effectively with any agencies involved in their welfare and attends meetings with other professionals. The childminder follows their advice and completes any exercises that need to be carried out with these children.

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

Children engage in activities that cover all areas of learning. There is a good balance of adult-led and child-initiated activities. The childminder follows an effective routine with children which includes visits to a variety of different groups, covering various activities, such as soft play, and art and crafts. The childminder keeps achievement records for each child, which include dated photographs and regular observations she has made. Children make good progress in their learning. The childminder's records effectively identify children's next steps, and she is able to show how she is meeting these. She participates in children's activities to extend their play and maintain their interest. For example, she joined in with them as they propelled small cars down a wooden ramp, and watched what happened to them. Children sing familiar rhymes and join in with the arm movements to these

songs. Counting is introduced into everyday activities. Children count the number of bricks they have put together to build a tower, or the pictures printed on a balloon. They enjoy playing together with the balloons and the childminder discusses the different colours of them with the children. Children develop their independence as they help to tidy up after themselves, and the childminder spends time talking to the them, to extend their language skills.

Children follow efficient hygiene routines. They use liquid soap and paper towels when they wash their hands, to avoid cross-contamination. The childminder acts as a role model for children, as she wipes their noses when necessary, puts the tissue in the bin and washes her hands. Children are offered healthy options at meal times, and the childminder monitors what they eat if they bring their own food, to ensure that it is nutritious. Drinks are available to children at all times, to make sure they are not thirsty. Many effective safety measures are in place to maintain children's well-being, including stair gates to prevent children entering the kitchen and other areas of the home. Although, a glass mirror is currently accessible to children in the hallway and some building materials at the end of the garden. Children are taught about road safety by the childminder and the dangers of running in the house. They confidently approach the childminder to talk to her and are happy in her presence. The childminder successfully teaches children good manners, and is committed to getting them to show kindness to each other, and to share. She develops children's understanding of the world around them by discussing the colour of the leaves on the trees with them, or by talking about how the plants are covered by snow in the winter.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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