

Inspection report for early years provision

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Inspection date	13/11/2009
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.

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Description of the childminding

The childminder was registered in 1994. She lives with her husband and two children aged 21 and 19 years in a residential area of Carshalton, in the London Borough of Sutton. The front room is the main area used for childminding, although all of the house may be used as required. A garden is available for outdoor play. The family have a dog, and also keep birds in an outdoor aviary.

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 a maximum of four children at any one time and is currently minding three children who are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's are happy and confident in the care of the childminder, who promotes all aspects of the children's welfare successfully and ensures that the children's learning and developmental needs are well supported. This helps children make good progress in their learning, given their age, ability and starting points. Strong partnerships with parents and a good knowledge of each child's individual needs, results in all children receiving appropriate care. The childminder reflects on her practice and recognises her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- further develop knowledge and skills around providing care and education under the Early Years Foundation Stage framework to ensure children's development and learning and their progress towards the early learning goals
- ensure policies and procedures are well maintained, updated as necessary and reflect the practice of the setting.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the procedures to be followed to safeguard children, she has the required guidance to hand and knows how to make a referral if she is worried about a child in her care. In addition, safeguarding training has been booked to further develop her knowledge and understanding in this area.

The childminder demonstrates a good level of ambition and drive for improvement in her knowledge and skills. For example, she has attended training in the Early Years Foundation Stage Framework (EYFS) and is keen to develop further with

additional training to increase her understanding of early years issues. Therefore, enabling her to continuously improve the service she provides. In addition the childminder has appropriately addressed the recommendation made at the previous inspection, in relation to ensuing relevant information is available for all children in her care.

Toys and play resources are clean, well maintained and carefully arranged, to create an enabling environment for children to play and learn within. Children are very confident and independent learners and enjoy the wide variety of play materials which support their progress and development. In addition, the childminder actively engages and challenges the children, taking into account their individual needs and abilities.

All children are warmly welcomed into the setting and are treated as unique and individual characters. Children have access to a good range of toys and activities that actively promote positive images of diversity and equality, enabling them to learn about the world around them. Children's understanding is promoted in a variety of ways, including celebrating various festivals including Chinese New Year, Diwali and Christmas.

The childminder builds strong partnerships with parents and ensures that a good two-way flow of information is shared on a daily basis. She ensures that she gathers all the information she requires to make sure children receive good quality care that meets their individual needs. Parents are also shown the childminder's comprehensive policies and procedures, although these are not well maintained in some cases and have not been amended or updated to reflect the practice of the setting in some cases.

There are no children attending currently who receive care from any other provider offering the EYFS. The childminder is, however, aware of the need to extend working partnerships to these groups such as nursery teachers and/or preschool key persons.

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

The childminder knows the children well and provides them with a wide range of interesting and stimulating activities and experiences that successfully promote their enjoyment and achievement.

Children enjoy theme based activities that teach them about healthy eating, for example, in consultation with parents. They enjoy growing their own fruit and vegetables, such as tomatoes which they then use when making pizza. This actively promotes children's understanding of food that is good for them in a fun and innovative way.

The childminder actively joins in with children's play, extending their learning by talking to them and explaining what they are doing and what they are learning as they play with play dough for example. This attention to detail helps children to understand how to meet their own needs and also to become active and

independent learners themselves, as they explore and investigate different mediums and use their imaginations to create models.

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 childminder has not yet completed all areas of the EYFS training and therefore has not implemented all areas in full. That said, written observations of the children's progress and achievements are detailed and 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 developing well, with clear aims and objectives for the next steps incorporated well, into the planning.

Children are settled and very content in the care of the childminder who ensures they are kept safe as a result of effective regular risk assessments. Children feel safe and secure in the setting and respond positively to the childminder's guidance to keep them safe. For example, as they listen attentively when the childminder explains the need to eat at the table to prevent choking.

Children are actively encouraged to develop healthy lifestyles and to learn about the world around them as they enjoy regularly trips to local parks and nature trails. They are actively encouraged to enjoy a healthy and nutritious diet, in close consultation with parents, which helps them to make good choices about what they eat and drink. Children play and relax in a clean and tidy home, where good hygiene practices are in place further promoting their health and welfare.

The childminder encourages children to form good relationships with each other to make a positive contribution in the setting. She encourages them to respect each other and to be caring and compassionate to each other. Praise is used to excellent effect by the childminder, both during children's play and when sharing information with the parents at the end of the day. This results in building the children's confidence and self-esteem.

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