

Inspection report for early years provision

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Inspection date	24/11/2009
Inspector	Josephine Geoghegan
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 1993. She lives with her husband in a two bedroom house in a residential area of Merton Abbey within the London borough of Merton. The whole of the ground floor is used for childminding and the master bedroom is used for young children to sleep. There is a fully enclosed garden available for outside play. The family have a pet 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 under eight years old, of these three children may be in the early years age range. The childminder is currently caring for four children, of these two children are in the early years age range. No children presently attend who have identified special educational needs and/or disabilities or those who are learning English as an additional language. The childminder does not provide overnight care or employ an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Appropriate systems are in place to support and meet the needs of all children in the Early Years Foundation Stage. Children are happy and settled as they have good relationships with the childminder and are purposefully engaged in play. The childminder demonstrates a capacity to maintain continuous improvement. For example, she is developing systems of assessing children's progress and self-evaluation, although these systems are not clearly established. A range of policies and procedures are implemented that help safeguard children and promote their welfare.

What steps need to be taken to improve provision further?

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

- develop the systems of self-evaluation to ensure that any weaknesses that are identified are promptly acted on to improve outcomes for children
- devise a procedure to be followed in the event of a parent failing to collect a child at the appointed time.
- continue to extend the range of toys, books and activities that reflect diversity and help children understand about people's different cultures, beliefs and abilities.
- continue to develop the assessment arrangements, ensuring observations match the areas of learning; use these observations and assessments to identify learning priorities and plan relevant activities.

The effectiveness of leadership and management of the early years provision

The childminder has extended her knowledge and understanding of safeguarding children and protecting them from harm by attending relevant training and devising appropriate policies and procedures. She keeps relevant safeguarding information easily accessible, ensuring prompt action can be taken if she is worried a child is being abused. The childminder shows an awareness of promoting equality and diversity; she has devised policies and procedures relating to equality and caring for children who have special educational needs and/or disabilities and liaises with parents regarding children's individual needs. However, activities and resources that promote equality are limited. The childminder has taken positive steps to address the actions and recommendations raised at the last inspection, showing a commitment to improving the quality of the service. The childminder shows an awareness of evaluation through the recently established systems of planning and assessment relating to children's learning and development and regarding her own personal development. However, clear systems of self-evaluation have not yet been established, as a result, strengths and weaknesses relating to all areas of the childminding service are not identified. Appropriate systems are in place to promote children's welfare and working in partnership with parents is given high priority. As a result parents are kept well informed of their child's progress and all events of the day. In addition, all required documentation is used and shared appropriately and parents sign in agreement of the childminders written policies and procedures, although a procedure to be followed in the event of a parent failing to collect a child at the appointed time is not yet available.

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

Children are provided with a sufficient range of activities and outings that promote all areas of learning. The childminder has introduced a system of assessing children's progress and identifying their next learning steps, although this process is in its infancy and not all observations show clear links to the areas of learning.

Children move freely choosing toys; they play well both independently and together, developing their social skills. In addition, they enjoy a relaxed and sociable lunch time as they sit at the table together, engaging in conversations. Children develop their language skills as they constantly engage in conversations with the childminder who asks questions that make them think and express their feelings. Children develop their problem-solving skills as they complete interlocking puzzles while being supported by the childminder who encourages them to look at the pictures and match the pieces. In addition, they show good counting skills as they count out the puzzle pieces accurately in excess of ten. Children extend their knowledge and understanding of the world as they play the fishing game with the childminder, talking about the fish and objects they catch with the magnetic hooks. They are able to learn about their environment as they go on regular walks in the local community. Children have opportunities to use some resources that reflect diversity, although activities and resources that help children understand about

people's different cultures, beliefs and abilities are limited. Children show an awareness of technology as they imitate using the till and mobile phones, while engaging in role play. They enjoy being imaginative as they have a tea party with the dolls and tea set. Children have good opportunities to develop their creative skills while participating in creative activities in the home and while at children's groups. They develop their awareness of sound and movement as they use wooden musical instruments and freely dance to the music. Children have opportunities to develop their physical control as they attend an activity centre on a weekly basis, enabling them to use large climbing equipment.

They develop healthy lifestyles as they walk to school and make choices relating to their individual needs, such as choosing food, drink and if they want to sleep. Children are developing their personal care skills as they use the bathroom independently and wash their hands and face after meals. They are developing secure relationships with the childminder, enjoying lots of cuddles and attention, helping them to feel safe. In addition, children develop an awareness of safety within the home, such as practicing the fire drill and benefit from well established routines while on outings. Children benefit from clear boundaries relating to expectations of their behaviour; they are supported in learning to share and take turns. They express their feelings well and are encouraged to resolve problems quickly, for example children hug and make up if they have upset each other. Children have opportunities to engage in activities that support their learning of skills for the future. For example, they enjoy listening to stories read by the childminder and talk about the pictures, developing their communication skills. They have opportunities to use electronic toys and games that promote problem solving.

Children mainly use the through-lounge for play, providing them with sufficient play space with toys and books that are well organised and easily accessible. As a result their learning environment is stimulating as they are able to make choices and follow their own interests. The childminder knows the minded children well and plans a balanced range of activities and outings that promote learning. Recent use of observations and assessments help to identify children's next learning steps that relate to their individual needs. Children are provided with a suitable range of well maintained toys and equipment that are appropriate for their age and abilities. Children's well-being is promoted as the childminder has devised appropriate sickness, accident and medication policies and procedures that are shared with parents. They enjoy a balanced diet of home cooked meals and have constant access to drinking water. Children's individual dietary needs are known and respected and records are shared with parents relating to their food and drink intake.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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