

Inspection report for early years provision

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Inspection date	20/10/2009
Inspector	Lindsay Ann Farenden
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 2009. She lives with her husband, one adult child and one child aged five years in a house located in Morden in the London borough of Merton. There is easy access to the ground floor of the house. The whole of the ground floor and the toilet and one bedroom on the first floor are used for childminding. One room is set up as a playroom. There is a fully enclosed garden for outside play. The family have one pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for five children under eight years. There are currently six children on roll of whom three are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder creates a very safe and welcoming child-centred environment. Children make good progress in their learning because the childminder makes sure children benefit from a wide range of stimulating experiences both inside and outside of the home. She is committed to providing a fully inclusive environment. The childminder works well with parents and other early years provisions which leads to effective continuity of care. The childminder has made use of self-evaluation to identify key strengths and areas for development to continually improve her childminding service and the experiences for the children in her care.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of observation and assessment to further inform planning.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. The childminder has a good understanding of the signs of abuse and the procedures to follow, if she has a concern about a child's welfare. The childminder is vigilant about safety issues, she ensures children are constantly supervised and conducts risk assessments both inside and outside of her home. Smoke alarms are in place and the childminder has devised a fire escape plan, so children can be evacuated from the premises quickly. Policies are used effectively to promote children's welfare and safety and shared with parents. All records and documentation are kept in a well organised manner. Children are helped to keep themselves safe through simple explanations by the childminder about stranger danger, not taking sweets from people they do not know and how

to cross roads safely. Children wear bands with the childminder's telephone number on them during outings, so they can be easily reunited with her should they ever get lost.

The childminder is very organised and plans her day around the children when they are present. One room is transformed into a playroom, when children attend with colourful posters and displays of children's art work. This gives children a sense of belonging within the environment. There is a good range of play resources and these are displayed around the room and in boxes stored at the children's level. This means children's independence is actively encouraged as they freely make choices about what they want to play with, building on their natural curiosity as learners.

Children's individual needs are fully enhanced, as the childminder to gathers details from parents about their child's their likes, dislikes, interests, routines and any dietary requirements before they start. The childminder works closely with the parents. They are very well informed about their child's day through verbal feedback and a daily diary. The childminder shares her observations of children's achievements and activity plans with the parents so they are aware of their child's progress.

The childminder is very motivated to improve her childminding practice through ongoing training and self-assessment. The childminder liaises well with the school to extend children's learning whilst they are in her care. For example, the children coloured in pictures relating to the Diwali topic they were doing at school. The childminder is aware that some children may have special educational needs and/or disabilities and would work with parents and outside agencies to ensure their needs are met and to help them make continual progress.

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

Children are content and enjoy the time they spend in the childminder's care. Children feel very safe with the childminder as they confidently approach her for cuddles and snacks they want and when talking to her know she will respond and listen to them. The childminder talks to children in a pleasant manner and offers them lots of praise to boost their self-esteem. Children behave well because the childminder is attentive to their needs and they are constantly occupied in purposeful play.

Children have developed a positive attitude to diversity as they love playing with play wheelchairs and figures reflecting disability. Children's favourite books are short stories about different countries which they enjoy having read to them and looking at the pictures together in the comfortable, well resourced book corner. Posters reflecting children of different races help them to value differences and similarities.

The childminder is developing her knowledge of the Early Years Foundation Stage. She knows each child well and written observations and photographs of them

doing activities clearly show their achievements and interests. The childminder then this uses information to plan experiences to extend their learning and development. However, her systems for observation and planning do not show how they fully link with the six areas of learning. The childminder is perceptive to children's interests during self-initiated play and skilfully adapts discussions and questioning techniques so each individual child's thinking and learning is fully challenged.

Children use their imaginations very well on first hand experiences, as they thoroughly enjoy pretend meals and making coffee for the childminder at the large play kitchen unit. They have great fun, singing and playing musical instruments together. They enjoy playing with trains on the floor and are developing their fine hand movements as they join the track pieces together and do puzzles. Children's mark making skills and pencil control are developing well as they concentrate hard as they draw freely and colour in pictures. Children learn numbers as they sing songs and find numbers in the play room to match with the number poster on the wall. The childminder helps children to learn through everyday activities, such as encouraging them to name the colour of the plate they want their meal on.

Children learn to adopt healthy lifestyles as they are offered a variety of fruits at snack time, gain fresh air from playing in the childminder's garden and visiting parks. Children enjoyed doing a craft activity which involved making a paper fruit basket and naming the colour of the fruits with the childminder. Children are provided with a healthy light meal at lunch time and a hot home cooked meal once a week. Drinking water is constantly accessible to children to prevent them becoming thirsty.

The childminder holds a current first aid certificate and well stocked first aid box, which ensures that any accidents are dealt with in a prompt manner. The sickness policy informs parents that when children are ill they can not be cared for by the childminder to prevent the risk of cross-infection. Children are learning how to adopt good personal hygiene routines as the childminder helps them to wash their hands before meals and after using the toilet.

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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