

Inspection report for early years provision

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Inspection date	20/10/2009
Inspector	Carol Newman
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 1996. She lives with her husband and two school aged children in Worcester Park in the London borough of Sutton. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. Local facilities include the town centre, schools, parks and the library. The childminder has four cats.

The childminder is registered to care for a maximum of six children under eight years, of whom three may be in the early years age group. She is currently caring for two children who are both in the early years age group and both attend on a part-time basis. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle easily, are well cared for and make good progress in their learning. They are fully welcomed into the childminder's home and family. The childminder is beginning to evaluate her provision and, although her future plans are limited, she is keen to provide and sustain a high standard of welfare for each individual child. The childminder is very experienced and she enjoys her time with the children.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare) 11/11/2009

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

- use training made available by the local authority and other sources to further develop knowledge and understanding of EYFS requirements.

The effectiveness of leadership and management of the early years provision

Although the childminder has not attended any recent training to develop her knowledge of the Early Years Foundation Stage requirements, she keeps herself

up-to-date with the latest safeguarding guidance by reading the area child protection committee guidelines. This means she understands the procedures to follow if she has concerns about a child in her care. The childminder thinks about her provision to identify her strengths and recognises that she would benefit from attending a safeguarding course. The childminder ensures she adapts her settling-in procedures so that all children are happy and comfortable in her home. Smiling babies are a testimony that demonstrates the children feel safe in her care. The childminder takes steps to ensure children are safe. For example, she installs a stairgate when necessary.

The childminder continually modifies her home to develop the quality of children's experiences and make them feel welcome. For example, she has installed hooks for children's coats so that children develop a sense of belonging. Resources are stored at child height so that they are easily accessible. The home is organised for the children's benefit and wall displays, such as the children's hand prints, show children's efforts are valued. The childminder makes good use of local facilities, such as the toddler group, the park and the library, to promote children's learning.

The childminder quickly recognises children's individual needs and takes steps to meet them. For example, she provides snacks to settle babies when they become fractious and she offers cuddles to comfort them. She celebrates a range of festivals with the children to develop their knowledge of different cultures and she liaises with parents and other settings to support children's individual needs. The childminder has no written policies or procedures in place. However, she meets with parents, before minding starts, to discuss her provision. Parents are complimentary about the care the childminder offers.

The childminder continually reviews her resources and finds replacements and additions, from reputable sources, whenever necessary. For example, she has constructed a treasure basket, from everyday materials, for babies to explore.

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

Children become quickly settled in the childminder's care. The childminder supports children's learning through conversation and following their interests. For example, when a child became interested in the parcel that arrived in the post during the inspection, the childminder let her explore it. The childminder read the catalogue to her, showing her the pictures, and the child responded by pointing and making sounds. The childminder organises her provision so that children can enjoy quiet times in the sitting room.

Children learn through activities that cover all six areas of learning. For example, they enjoy 'songtime' at toddler group, playing with musical instruments, listening to sound games, counting as they go up and down the stairs and when they put their shoes on, and visiting the library to take pleasure from books and stories. Children learn about different cultures as they celebrate festivals represented in the setting and the wider world. They make cards, hand prints, books 'about me' and they paint and play with playdough to develop their creative and manipulative

skills.

The childminder observes the children's activities and records them, alongside photographic evidence, in their scrapbooks. She has begun to use these observations to identify individual children's next steps in their learning and to provide appropriate activities. These include regular visits to local amenities to develop children's understanding of their community and to develop physical skills.

The childminder ensures her premises are safe, through daily visual checks, and she conducts written risk assessments for outings to identify any hazards to the children. However, she has not conducted a written risk assessment of her home and garden and this is a requirement. Children learn how to leave the premises safely, in the event of an emergency, and children understand they must respond even if the smoke alarm is activated accidentally. This ensures children act appropriately to keep themselves safe.

The childminder has a current first aid certificate and written parental permission to seek emergency medical treatment, in place. This ensures she can take suitable action in the event of a serious illness or accident. All records, to support children's good health, are in place and well maintained. Children learn good hygiene practices, such as effective hand washing, to prevent the spread of infection. They benefit from snacks of fruit and regular drinks to contribute to a healthy diet.

Younger children learn to share toys and to play cooperatively with other children at toddler group. House rules help to ensure older children play well together, in safety. Toys are checked as they are used to ensure they remain suitable for the children and children learn how to treat the family pets kindly.

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	3

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to follow for the protection of children, intended to safeguard the children being cared for from abuse or neglect (arrangements for safeguarding children) (applies to both parts of the Childcare Register) 11/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (procedures for dealing with complaints) (applies to both parts of the Childcare Register). 11/11/2009