

Inspection report for early years provision

Unique reference number	EY253386
Inspection date	01/03/2010
Inspector	Ann Moss
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 2003. She lives with her adult daughter in the London borough of Wandsworth. The whole of the childminder's maisonette is used for childminding. There is a communal garden available for outside play.

The childminder is registered on the Early Years Register to care for a maximum of two children under eight years, two of whom may be in the early years age group. The childminder is currently caring for one child who is in the early years age group, who attends on a part-time basis. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder attends the local parent/toddler groups and takes children to the local parks and common.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the warm, nurturing and inclusive environment provided by the childminder. The good working relationships established with parents ensures that children's needs are fully understood and met. The childminder is enthusiastic and keen to continue to develop the service she offers. She implements the Early Years Foundation Stage well and she undertakes relevant training opportunities, indicating her service will continue to improve and offer positive experiences and outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the record of risk assessment to include the date of review and action taken following a review or incident, in particular to outings (Documentation) 28/03/2010

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

- ensure coherence of learning and development across different settings and also related to the child's experiences at home
- improve the daily record of the children looked after on the premises and their hours of attendance.

The effectiveness of leadership and management of the early years provision

There are effective systems in place to promote children's safety and safeguard their well-being. The childminder has a sound understanding of safeguarding children and is able to implement the safeguarding children policy and procedure,

which is shared and understood by parents. Risk assessments are conducted within the home, garden and outings. These successfully identify any potential hazards and how children are effectively protected in most circumstances. For example, children practise the emergency evacuation drill and they are closely supervised constantly when playing in the communal garden. However, she has not, as yet, recorded the date of a review. This is a specific legal requirement. The childminder maintains a recognised certificate in first aid and there are clear systems in place for the recording of any accident or administration of medicine. All required parental permissions are in place. This supports children's continuing good health and well-being. All the required documentation to meet the requirements of registration is maintained, however, the current system for recording attendance does not show the actual hours of attendance. Children practise safe behaviours through the good example of the childminder, activities and gentle reminders. For example, when out walking with the childminder, they routinely use the Green Cross Code.

Children enjoy a homely environment made welcoming with displays of children's artwork and educational posters. Children are enabled to make decisions about their play and learning through the wide range of resources readily accessible to all children in low storage boxes. This helps children to feel safe, secure and gain a sense of belonging. The childminder makes good use of local amenities, such as the library, park and toddler groups, enabling children to develop an awareness of their local community and the diverse society around them. She forms positive relationships with other childminders, helping to ensure that children continue to build confidence and develop self-esteem and respect for all.

The childminder is enthusiastic and committed to providing an inclusive setting. Although there are no children attending with English as an additional language, she is happy to discuss any concerns she may have about a child's development with parents. She knows how to support a child with special educational needs and/or disabilities in her setting. She forges strong links with parents, and they are very complimentary about her provision. The policies and procedures help parents to understand the service offered. A warm welcome, face-to-face contact and daily diaries help parents to understand their child's day. Learning journals are shared with parents, ensuring they are kept fully informed of their child's achievements, which helps parents support learning at home. The childminder does not, as yet, build links with other providers of the Early Years Foundation Stage which children may attend in order to ensure a complementary service for children's benefit.

The childminder accurately self-evaluates her service and identifies areas for development, for example, updating training in child protection. This helps to drive improvement and raise outcomes for children.

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

The childminder has a good understanding of the Early Years Foundation Stage and how to promote positive learning, development and outcomes for children. Children undertake a range of fun activities each day which provide them with

opportunities to develop in all areas of learning. The childminder actively encourages children to make independent choices in their play and to share ideas of things they would like to do. Children benefit from a variety of planned and independent play opportunities throughout the day. They also have opportunities for outdoor activity every day in the fresh air and natural light, and opportunities for rest or quiet activities. These simple experiences promote their senses and feeling of well-being.

Children demonstrate their increasing awareness of shape, size and measure as they role play experiences that are familiar to them, such as a visit to the shops. They are beginning to develop an awareness of the relationship between numbers and amounts and know numbers can be combined and 'added together' and can be separated by 'taking away'. The childminder sits at the children's level, listens attentively and responds appropriately, encouraging their involvement and extending their play and learning. Children enjoy a story with the childminder; they look at the pictures and listen to her read, making comments about what they can see in the pictures. Each day they look and comment on the weather and record their findings on a weather chart, increasing their awareness of the world around them. This helps children to develop skills for the future.

Children enjoy healthy meals that are provided by parents. Snack times enable children to boost their energy levels as they enjoy a variety of fresh fruits and breadsticks. Drinks of water are also provided. Meal times are a special and enjoyable social occasion, where they mostly sit together to enjoy their food and talk about their experiences. Children demonstrate increasing awareness of good hygiene routines. This helps children adopt a healthy lifestyle.

Children behave well. They develop their awareness of good manners and the importance of learning to share and take turns through their interaction with their peers and the childminder.

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:

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:

- take action as specified in the early years section of the report (Suitability and Safety of the Premises) 28/03/2010

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:

- take action as specified in the early years section of the report (Suitability and Safety of the Premises) 28/03/2010