

Inspection report for early years provision

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Inspection date	31/03/2010
Inspector	Janet Sharon Williams
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 registered in 2009. She lives with her husband and three children age 12, nine and two years. They live in Wimbledon Park in the London borough of Merton. The ground floor accommodation is used for childminding. Rooms on this floor consist of a living room, sleep room, kitchen, dining room and shower room with toilet facilities. Lodgers accommodate the first floor of the premises. The garden at the rear of the childminder's house is used for outdoor play together with the adjoining garden which belongs to the people next door who are extended family members. The childminder is registered to care for three children, two of whom may be in the early years age range. She currently has one child on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an environment where they are able to move around safely, freely and independently. Activities provided ensure that children are able to actively learn in all areas of learning. The effectiveness of positive inclusive practice is promoted through the childminder working with parents and other carers. The childminder's self-evaluation gives a full account of her strengths and highlights areas for improvement.

What steps need to be taken to improve provision further?

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

- update system for monitoring children's welfare in line with the Local Safeguarding Children Board for monitoring and recording existing injuries
- improve resources and play materials that reflect diversity to raise children's awareness about other race religion and culture.

The effectiveness of leadership and management of the early years provision

Children are kept safe and protected through the childminder's responsibility of care. The childminder has a good understanding of possible signs and symptoms of abuse, enabling her to assess risk. The childminder has attended a child protection training course and has clear understanding about responsibilities to keep children protected and safe. However, she does not have an appropriate system in place in line with the Local Safeguarding Children Board, for example, keeping a record or monitoring existing injuries that are sustained outside childminding hours. Good systems are in place for recording accidents and parental permission has been obtained for emergency medical treatment, administering medication and for outings. The childminder has written policies and procedures in

place in which she adheres to. Most include promoting children's welfare. The childminder has an up to date paediatric first aid certificate. Priority is given to children's safety, such as, frequent risk assessments are carried out both indoors and out. Fire drills are practised to enable children to know what to do in event of an emergency.

The childminder has a sound understanding of the Early Years Foundation Stage Framework. Written plans in place comprehensively and fully demonstrate how children are covering all the areas of learning. Observations and assessments are evaluated to successfully move children through the stages of development and achieve the early learning goals. However, the childminder is keen to further improve her practice by attending training for developing a wider knowledge of the six areas of learning. The premises and resources are organised well to meet children's needs effectively. Space available is planned effectively with areas for rest and play. Children have room to move comfortably and are able to access toys and equipment that are suitable for their age and stage of development.

Children benefit from the positive relationship the childminder has established with parents. Good information is gathered prior to children starting to enable the childminder to know children's starting point for their stage of development. The childminder ensures that each day she makes herself available to share information with parents about their children's progress. All parents receive a comprehensive daily contact book, this enables them to make comments which actively supports and is used to promote children's interest and learning. Active links with other providers, such as attending local childminder groups within the community and regularly liaising with the local authority early years. This contributes to developing children's social, communication and language skills and supports the childminder in planning for children's future learning.

The childminder is currently caring for no children with special educational needs and/or disabilities, however, she would ensure that their needs are supported effectively to promote their well-being and education.

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

Children are happy and content. The warm, trusting relationship children have developed with the childminder ensures they feel secure. Good opportunities are made available for children to be involved in a range of worthwhile activities to play independently, freely and creatively. As a result, they demonstrate an eagerness to be sociable and relate well with each other and adults. Babies and younger children are well motivated and enjoy new challenges. They concentrate well at self-chosen activities. They are able to explore, demonstrate a good sense of space and move confidently when crawling around the environment. For example, they are able to pull themselves up on the soft furnishing around the room. Children enjoy a good range of activities that are stimulating and well balanced for all ages. Children are given the opportunity to enjoy and appreciate books. The childminder dedicates a part of the day for reading and sharing books with children. They spend time looking at pictures which encourages children to

recognise pictures and learn new words as they move through their stages of development.

Children investigate using their senses. They enjoy the sound of music and respond to sounds, when they press the buttons on the toy computer, through moving to the rhythm. The use of the information technology develops children's knowledge and understanding of the world and skills for the future. Although the childminder has some toys and play materials that reflect diversity, few promote other race, religion and culture.

Children regularly enjoy a range of activities that contribute to their health, for example, access to the garden and frequent trips to the park, where they are able to have plenty of fresh air. Nutritious meals and snacks provided help children develop healthy eating habits from a young age. The childminder's written menu plan ensures meals are balanced and that children each day are provided with a varied selection of fruit and vegetables. Drinks are offered to children at regular intervals and consideration is given to those who are unable to ask for one themselves. Good daily routines ensure children learn from an early age the importance of personal hygiene, such as hand washing before meals. This also contributes to children developing their own self-care.

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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