

Inspection report for early years provision

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Inspection date	25/02/2010
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).

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 registered in 2009. She lives with her husband, her sister and her three year old child in Morden, in the London borough of Merton. The childminder lives in a house where there is easy access to the ground floor. Children have access to the whole of the premises, which consists of a lounge and separate dining room, and kitchen in addition to the three bedrooms. There is an enclosed garden for outside play at the rear of the property.

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

The childminder is within walking distance of local schools, parent/toddler groups, the local library and the park.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming homely environment in which children make good progress in their learning and development. She promotes all aspects of children's welfare with success, so they are kept safe and secure in her care. Good relationships are formed with parents, which ensure good continuity of care for children. The childminder provides an inclusive environment for all children and values the individuality of each child. She is aware of the strengths and weaknesses of her provision and is committed to constantly developing her provision and the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop a range of play resources and books which provide children with positive images of race and gender.

The effectiveness of leadership and management of the early years provision

The childminder places a strong emphasis on safeguarding children. She has attended child protection training and has a good understanding of her role and responsibilities, should she have concerns about a child's safety and welfare. All adults living in the home have had checks carried out on them to ensure they are suitable to be in the presence of children. Risk assessments have been undertaken inside and outside of the home to ensure children's safety and security. Fire

precaution equipment is in place and the childminder has devised a fire evacuation procedure. Regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly. Children learn to keep themselves safe as the childminder talks to them about stranger danger and the importance of road safety.

The childminder maintains records appropriately and has written policies and procedures in place to support her practice. She organises her day so children are provided with a wide range of play and learning experiences both in the home and the local community. Effective use is made of space and play resources. The childminder has completed the Ofsted self-evaluation form to reflect on her practice and identify continuous improvement to her childminding service.

The childminder builds good relationships with parents and provides a flexible childminding service. She uses the settling in period to find out children's daily requirements, their developmental stage and each child's interests and uses this information to ensure their needs are met in her care. Parents are kept well informed of their child's day through verbal and written feedback. The childminder has a good understanding of the importance of working with others involved with children's learning.

The effectiveness with which the childminder promotes equality and diversity is reflected in the way the childminder helps children to feel they belong in her home. She helps children to learn about difference as she explains to them why people who are blind use a white stick. Children learn about different places of worship as she takes on a visit to the local mosque. Children are developing a positive attitude about caring for the environment as they put cardboard and materials in the correct recycling bin with the help of the childminder.

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

Children feel safe in the setting as warm and trusting relationships have been developed between them and the childminder. Younger children enjoy sitting on her lap and having cuddles and older children confidently talk to her as they play. Children are very relaxed and settled in the environment as they move freely between the two rooms on the ground floor, selecting what they want to play with from a wide range of toys. Older children enjoy playing with their favourite wooden trains and reciting stories that they know as they play. Younger children like investigating resources that require them to press buttons, and smile with pleasure when their actions result in making lights and music come on in the toys. Children have good opportunities to develop their creative skills through drawing, making celebration cards and various painting activities. Books are always easily accessible to children and they enjoy having stories read to them by the childminder and pretending to read to each other. Children learn to take turns and develop their numeracy skills as they play games using dice. They regularly visit toddler groups where they develop social skills with others and access further play resources.

Children learn about the wider world as they look at photographs of animals in

Africa and they help the childminder put money in pots for children in Africa. They are beginning to learn about cultural festivals, such as Diwali, through books. Children play with toys which provide positive images of disability, but resources reflecting different races and cultures are limited.

The childminder clearly enjoys being with the children and knows them well. She records observations of what they know and do and uses these to identify activities to help children in their next step of learning. Children behave very well because they are happy and contented in the childminder's care. She offers them lots of praise which boosts their confidence and self-esteem. The childminder supports children in helping them solve any disputes over toys themselves.

Children are developing a good awareness of what constitutes a healthy lifestyle. They get plenty of fresh air and exercise as they walk everywhere with the childminder. They visit parks to play football and use large climbing apparatus and enjoy soft play centres where they develop their balancing and climbing skills. Children are learning simple personal hygiene practices, as the childminder helps them to wash their hands before meals and after toileting. Mealtimes are sociable times where they sit together with the childminder and benefit from nutritious home cooked foods.

Children's health is protected as the childminder holds a current first aid certificate and a well stocked first aid box ensures that any accidents are dealt with in a prompt manner.

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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