

Inspection report for early years provision

Unique reference number	EY378819
Inspection date	29/04/2010
Inspector	Sarah Street
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 was registered in 2008. She lives with her adult son and 17-year-old daughter in a fifth floor flat in Roehampton, London. Access to the flat is via a lift or stairs. The whole of the childminder's home is used for childminding, with the exception of one bedroom. The home is close to parks, schools and public transport links.

The childminder is registered to care for a maximum of two children under eight years at any one time. She is currently minding three children in the early years age group, who attend on a part-time basis. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder has an appropriate early years qualification. She collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an inclusive service where every child is valued, respected and included. Good use is made of local resources to support learning and development. Commitment to on-going improvement is demonstrated through the effective self-evaluation system. The childminder has made an accurate assessment of her strengths and areas she wishes to develop in order to further develop her setting. Children obviously have good relationships with this caring childminder. Her understanding of the Early Years Foundation Stage enables her to ensure that each child's welfare and learning requirements are effectively met.

What steps need to be taken to improve provision further?

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

- develop the written observation system to ensure it covers all areas of learning for each child
- ensure toys and resources in the home promote the differing needs and abilities of society
- maintain confidentiality in the parent communication book.

The effectiveness of leadership and management of the early years provision

The environment in which children are cared for is safe and supportive. For example, the childminder arranged for the fire brigade to visit to give advice on fire prevention in her home and furniture has been re-arranged to enable the children to move safely and freely. The childminder demonstrates a strong commitment to promoting safety as she closely supervises the children but still allows their natural

curiosity. The childminder confidently discusses when she may have concerns that a child is at risk from abuse and effective systems are in place for liaising with the appropriate agencies.

The childminder is obviously committed to, and enjoys, her role. She promotes equality and diversity treating children as individuals. She accurately reflects on her practice, seeking the views and support of parents and the local authority development worker to further enhance this process. The childminder demonstrates her understanding of the Early Years Foundation Stage through her knowledge of each child's uniqueness and the written observations and assessments. However, the written observations do not always cover all of the six areas of learning for each child. The observations are used to inform the plans and demonstrate that the childminder is able to plan and provide activities which encourage learning and development in all areas. Links are in place for other setting's children attend in order to support and complement each child's learning.

Strong links exist with parents. The use of questionnaires enables the childminder to seek their thoughts and views. References indicate that parents are very happy with the care their child receives. Parents have access to all the policies and procedures. Regular reviews take place where each child's development is discussed and the childminder also uses this time to discuss the policies. Records are in place and are mainly confidentially stored. The childminder keeps a parents comment book where she records any issues which need to be discussed, for example, if a child has an injury at school. However, this system does not fully maintain confidentiality as information about different children is sometimes recorded on the same page.

Toys and equipment are suitable for the age and needs of the children who attend. Recognising that she cannot easily offer outdoor play, effective systems are in place to ensure children have daily access to this. The childminder ensures that learning takes place in and out of the home as they regularly visit toddler groups, markets and libraries. Children happily choose what to play with and confidently move around the home to select additional toys. The home, toys and equipment are clean and well maintained.

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

Children demonstrate the warm relationship they have with the childminder by often turning to her for cuddles and support. This is given warmly by the childminder and helps the children feel safe and secure. The childminder supports each child's development by spending quality time with them. She sits on the floor with the children and regularly talks to them and effectively supports their play and learning. Lots of praise helps the children to feel valued and promotes their self-esteem. The childminder supports each child's development by using her observations to write individual plans.

Children's health is promoted well. The childminder is vigilant in ensuring children have daily access to fresh air as they walk to schools, visits parks and other

groups. During trips to parks and groups children have opportunities to develop their large muscle skills as they use climbing equipment and play with balls. Appropriate steps are taken to minimise the risk of cross infection. Children demonstrate they know the routine at nappy changing time as they lie down when the childminder gets the changing mat out. Children do not become thirsty as their drinks are available. A healthy menu is planned and the childminder works closely with parents to introduce cultural foods which children are familiar with. Children behave well as they are kept occupied and the childminder manages them fairly and consistently. Children learn about keeping safe as the childminder gives clear explanations. For example, a safety gate prevents unsupervised access to the kitchen. When the childminder goes into the kitchen briefly one of the children cries, although he can still see her. The childminder calmly explains to the child that it is safer if they stay there and she is coming straight out. The child stops crying and puts his arms up to the childminder when she comes out.

Throughout the day children happily participate in a varied range of interesting activities. Language is encouraged as the childminder responds to young children's developing language by introducing new vocabulary and praising their efforts. For example, when a child takes the cars out of the bag words including jeep, bus and car are introduced. Children enjoy looking at books and listening to the stories often looking at the childminder and pointing to the pictures she is discussing. All children's cultures are valued and the resources promote gender and culture in society. However there are no resources in the home which promote the differing needs and abilities of society. Creative skills develop as children participate in painting and sticking activities. Play-dough and corn-flour enable children to use different senses. Children enjoy listening to the childminder sing and happily join in with the actions. They explore instruments listening to the sounds they make. The childminder uses this fondness of singing to effectively calm one of the children when they are very tired and need to rest. Small muscle skills develop as the children draw with pencils, push pieces into the shape sorter and fit puzzle pieces. Numbers are introduced at an early age and the childminder regularly counts with the children during everyday routines including how many mouthfuls they are eating at mealtimes.

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

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

Met