

Inspection report for early years provision

Unique reference number	EY331047
Inspection date	19/04/2010
Inspector	Patricia Ann Edward

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 2006. She lives with her husband and three children in the London Borough of Merton. The premises is within walking distance of local shops, parks and bus links. Areas of the home used for childminding include the ground floor area and first floor children's bedrooms and bathroom.

The childminder is registered for the care of three children under the age of eight years and is presently caring for four children in the early years age group, on the childcare register and one child in the later years age group. The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has sound relationships with the parents which enables her to obtain knowledge about the children's families, home lives and individual care needs. This ensures a shared understanding of the children is obtained and children are making sufficient progress in their learning. Since the last inspection the childminder has made improvement to documentation. There is a basic self-evaluation system in place, however, it has not highlighted some of the areas of development.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course 04/06/2010

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

- ensure risk assessments include trampoline use.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear understanding of her role and responsibilities in keeping children safe, as she follows agreed child protection processes. She has devised and implemented a policy that includes procedures to follow if an allegation is made against the childminder. Her first aid certificate has expired, compromising children's safety. However, she verbally demonstrated an

appropriate knowledge and understanding of what in the event of an accident. Formal risk assessments are completed for the home and outings and are reviewed on a yearly basis, with ongoing visual checks completed daily. A risk assessment for the trampoline has not been completed to fully safeguard children. The childminder has obtained a comprehensive range of policies and procedures, which are given to parents to support her working practice. She offers inclusive care to all children.

The childminder demonstrates an appropriate knowledge and understanding of the Early Years Foundation Stage framework and is starting to complete observations on children. She has made effective progress in addressing the previous recommendations made at the last inspection and improved her recording systems for children's attendance, complaints and medication administration. All of which improves positive outcomes for children. The childminder demonstrates a positive approach to professional development and has completed a number of training courses to develop her knowledge of the observation-planning and assessment. Appropriate relationships with parents and carers ensure effective sharing of children's starting points, progress and achievements. Children's individual files contain short observations and details of next steps. The childminder provides a warm welcoming environment which is inclusive to all children.

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

Children are making good progress across all areas of their learning and development and are supported appropriately by the childminder who has a clear understanding of the Early Years Foundation Stage. She uses her knowledge of the children as individuals to help her plan fun and interesting activities for them to enjoy both indoors and out. Their fine motor skills are developing well, as they pick up pencils to draw and build using a range of construction materials. Children undertake craft and messy play as they develop their creativity. Their health is promoted through sensible hygiene procedures within the home such as washing their hands before they have a meal or snack. Their health is effectively promoted through the provision of nutritious snacks and drinks, for example, at dinner time children help cut up fruit to prepare fruit salad. They regularly cook, making biscuits and treats for their snacks, suitably assisted and guided by the childminder. The childminder ensures that children have daily opportunities for fresh air and exercise. They are beginning to understand that people have different needs, views, cultures and beliefs. Children have access to an adequate range of resources that positively reflect diversity, including small world people, dolls and books depicting positive images. Children are beginning to explore various festivals through discussion.

Children are settled in the childminder's care because she provides cuddles and observes their home routines. Therefore, babies are fed and sleep in accordance with the wishes of parents. They have very positive relationships with the childminder and respond well to her smiling and laughing as she talks and plays with them. She positively promotes their language development by constantly talking to them. Older children are

supported with their homework and are encouraged to use any new words learnt into their sentences. Children learn about their community, environment, road safety and stranger danger when on regular outings to local parks and other amenities as they catch the bus, train and tube to the shops, parks and museums. The childminder's house is safe and secure for children who enjoy the freedom to move around. Children learn how to keep themselves safe through daily routines, such as learning about road safety as they walk to and from school holding hands with the childminder. They know about fire safety and how to get out of the house safely as they have practised the emergency evacuation with 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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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: Met

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