

Inspection report for early years provision

Unique reference number	EY404905
Inspection date	07/07/2010
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her husband and two children aged two years and one year. The childminder lives in a ground floor flat in the London borough of Wandsworth. The whole of the childminder's home is used for childminding. There is a patio area and large communal garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years and of these one may be in the early years age group. There is currently one child in the early years age group on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this setting where they are treated with a great deal of respect and kindness by the childminder. Overall, children's individuality is recognised and nurtured by the childminder who has a very secure knowledge of their family, individual needs, interests and abilities. They participate in a very varied range of stimulating activities both inside and outside which promotes their learning and development. The childminder has a very good relationship with the parents and understands the importance of working with others involved in children's learning. The childminder strives to maintaining continuous improvement to her childminding service through training and the use of self-evaluation.

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 which promote children's understanding of diversity.

The effectiveness of leadership and management of the early years provision

The childminder has extensive measures in place to ensure children are well safeguarded. She has devised a rigorous safeguarding policy and a very good awareness of the signs of abuse and how to seek advice and report concerns to ensure children's welfare is fully protected. Adults living in the home have been fully vetted to ensure they are suitable to be in the presence of children.

Comprehensive risk assessments have been undertaken within the home and for each individual outing children are taken on. High consideration is given to ensure children are safe at all times. The childminder checks the smoke alarm is working and regularly practises her written fire escape plan with the children. She helps young children she is caring for to keep safe, by explaining the dangers of climbing

on low level furniture in a simple manner that they can understand.

The childminder manages her childminding provision in a professional manner. She has a folder containing her detailed policies, her insurance details, and certificates of training she has attended. All required documentation and records are in place and very well maintained. The childminder is very motivated to improve her childminding setting through weekly self-evaluation of the provision she provides for the children, ongoing training and looking at her strengths and areas for improvement through completing a self-evaluation document in great detail.

The childminder has a friendly relationship with the parents, as she is open and approachable, encouraging a two-way flow of information about their child's care and development. She keeps them extremely well informed about their child's day through a daily written diary and texting photographs of them doing activities throughout the day. Letters from parents show they are exceedingly pleased with the care the childminder provides. The childminder demonstrates a commitment to work with other settings providing the Early Years Foundation Stage curriculum to promote their learning in her care. The childminder treats children as individuals and with equal concern and spoke positively about attending training on caring for children with special educational needs and/or disabilities. Children begin to acknowledge diversity through a small range of toys and books.

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The childminder organises her day extremely well and children's care is enriched by her enthusiasm and commitment to childminding. She has a very wide range of good quality toys. A number are stored in a large toy box in the lounge, which children relish choosing what they want to play with, building on their natural curiosity as learners.

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

Children are very happy and content within the relaxed homely environment. They have an excellent relationship with the childminder and her own children, demonstrating a strong sense of belonging and emotional security. The childminder clearly enjoys her role and spends a lot of time on the floor with the children engaging in their play. Children are fascinated as they sit with the childminder watching a battery operated toy train go around on the tracks. They very much enjoy having books read to them by the childminder, whilst sitting on her lap and cuddling up to her. Their interest in books is enhanced through constant access to books and regularly visiting the library. Children make good progress in their language development as the childminder constantly talks to them as they play and when out and about in the community.

Children move around the home confidently and busily enjoy learning through play. They begin to explore early technology as they investigate toys that require them to turn and press buttons. Children concentrate hard as they work out how to put shapes into a shape sorter. Even young children are provided with many activities to develop their creativity and fine motor skills, such as painting, drawing, sticking and cornflour gloop. Regular outings to toddler groups and children's

facilities help to develop children's social skills and further support their development as activities encompass the six areas of learning. Children's knowledge of the wider world is promoted through an excellent range of outings, for example, visits to parks where they have a thoroughly enjoyable time playing in a large sand pit and a children's paddling pool. They go to exciting places of interests, such as museums and enjoy seeing real animals at the farm.

The childminder implements a settling-in period to help support children in separating from their parents and to find out about their needs, interests and developmental stage. The childminder has developed a good knowledge of the Early Years Foundation Stage, does regular observations on children's achievements and uses these to plan for their next stage of development. She uses these with photographs of them doing activities to produce a lovely learning profile for each child. Children behave very well, because they are continually occupied and the childminder gives them her full attention. She gives them lots of praise which boosts their self-esteem and helps them to feel safe and settled in her home.

Children are well protected from illness and infection because the childminder provides a very clean and hygienic environment. She helps young children to wash their hands before meals, so they can begin to learn about good hygiene procedures. Meal times are a very pleasurable experience for children, as the childminder sings songs to them to encourage them to eat and sit at the table. Children are provided with foods that their parents have provided and nutritious home cooked meals provided by the childminder. Procedures are in place should a child be taken ill or have an accident and the childminder holds a current paediatric first aid certificate.

Children have excellent opportunities to develop their physical skills and access fresh air. The childminder plays games with children to encourage them to crawl and run. When caring for young children she helps their walking skills, by encouraging them to move around furniture and use push along toys. Children access a small outside area where they play with water and sand. They are also regularly taken on walks to play on park equipment and at soft play centres.

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	1
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