

Inspection report for early years provision

Unique reference number	EY403359
Inspection date	12/07/2010
Inspector	Lorna Lorraine Hall

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 was registered in 2009. She lives with her partner and a school age son in the London borough of Wandsworth, close to shops, parks, schools and public transport. Designated areas of the childminder's house are used for childminding purposes. Children have direct access to a garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight at any one time, of whom no more than three may be in the early years age range.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are two children on roll both of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of children's welfare and learning successfully. Consequently, children are safe, confident and happy in her care. She offers a service where all children are valued and their individual needs met. The childminder has systems to involve others as part of her self-evaluation. She recognises areas for further development, such as to keep a record of fire drills. Partnerships with parents are strong and there are many opportunities for them to access information and contribute to their children's learning.

What steps need to be taken to improve provision further?

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

- keep a record of fire drills carried out and any problems encountered.

The effectiveness of leadership and management of the early years provision

Children are successfully safeguarded because the childminder understands her responsibilities in relation to safeguarding children. She has clear written procedures which include procedures to follow should she need to report concerns. The childminder has a good understanding of the different forms of abuse and how to deal with allegations. Records and documentation required for the safe and efficient running of the service are clear and well maintained. They are beautifully presented in a folder for parents' perusal. As an extra safety measure, parents sign to indicate they have read and understood the safeguarding policy.

Children's safety is further promoted because comprehensive risk assessments for both the home and outings are completed and recorded. All the required consents are in place. Additionally, a password system is in place if there are any changes to

persons authorised to collect the children.

The childminder is interested, motivated and calm and through her good knowledge of the Early Years Foundation Stage framework, she plans challenging and stimulating activities for all the children. She has contact with the early years team and has expressed a desire to attend relevant courses. The childminder is organised and skilled at communicating with children. Consequently, children enjoy their time in her care.

There is good capacity to maintain continuous improvement. Parents receive a questionnaire asking them to grade and comment on the service they receive from the childminder. The childminder has plans to incorporate information from the Ofsted self-evaluation in her questionnaire. Positive feedback through written references from parents was seen at the inspection.

There is a strong emphasis on working in partnership with parents, who can access information on the notice board and be kept up to date through daily dialogue at the beginning and end of the day. Additionally, there are planned times for parents to meet with the childminder to discuss their children's progress. Flexible settling in plans provide good opportunities for parents to provide information about their children's individual needs so the childminder can tailor her service accordingly.

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

Children make good progress in an environment where much care and attention is given to ensure resources are effectively deployed so the children can access them independently. They settle quickly in the care of the childminder, who supports them to initiate their play and extend their learning through discussion and demonstration of how to add other resources to extend their enjoyment. The childminder uses the information she receives from parents about the children's capabilities to set realistic targets, for example, placing favourite toys out of the children's reach as a way to encourage them to walk. Space is well organised to enable children to use free standing equipment such as a baby walker to support them to stand from a sitting position. It is evident that children are secure in their environment as they explore the different buttons on the music activity sets, play tambourines and investigate the different features on the plastic microphone. Other resources are presented in an open toy box so the children can see what is available and make choices. Children demonstrate a strong sense of belonging as everything the childminder does is clearly explained to them. For example, she shows very young children where to put the toys at tidy up time. Time is made for the children to learn through repetitive play, after several attempts they fit toys on Velcro fasteners. Looking at books provides great opportunities for the children to explore their senses; they feel different textures and make associations as they mimic the sound of the animals they see.

Visits to playgroups are an integral part of the daily activities and they are carefully chosen to ensure children get the maximum enjoyment. Written observations and assessments are used well to plan and deliver interesting learning experiences

under the six areas of learning. These observations are supported with beautiful pictures of the children engaged in activities.

Children learn about safety because effective devices, such as stairgates, electric socket covers and door stoppers, are fitted. Their safety is further promoted because the childminder carries essential items and the children's contact details on outings. The childminder is a member of a traffic club which provides information about how to teach children about road safety. Additionally, a list of house rules is displayed on the notice board and visitors to the home are asked to sign the visitors book. Procedures for emergency escape are regularly practised with the children and suitable fire detectors are fitted. However, a record of fire drills carried out is not kept.

Children engage in a wide range of physical activities; everyday they have the opportunity to enjoy the fresh air. Regular visits to the same park enable the children to get used to the equipment, gain skills and promote their confidence as they crawl through tunnels with other children. Children have access to water during the session and the childminder also offers them water so they do not remain thirsty. Their health is further promoted because parents give permission for the childminder to apply sun lotion and the garden is shaded. The childminder follows a four week menu which is displayed on the notice board so parents can see what food their children will eat. Meals are nutritious and include food from other cultures. To minimise the spread of infection, parents receive information about the care and exclusion of children who are ill. Appropriate procedures are in place to ensure children receive the correct treatment if they are ill. The childminder has up to date first aid training.

Children are well behaved because suitable methods are used to manage their behaviour. Through discussions and during play, they learn about acceptable behaviour and the childminder is a good role model as they see her put the toys away. Systems are in place to reward acceptable behaviour, such as a sticker chart and the opportunity for older children to choose favourite activities.

The childminder's commitment to inclusion is evident and she is aware of how resources could be adapted to meet the needs of children who have special educational needs. Children's individual needs are exceptionally well met especially the arrangements for them to have a sleep. Through links with school children learn about other cultures. The childminder uses the internet to gain information about other religions so she can share the information with the children.

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	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	3
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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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