

Inspection report for early years provision

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Inspector	ISP Inspection
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*.

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Description of the childminding

The childminder was registered in 2010. She lives with her husband and two children aged four and five years. The family live in a two bed roomed flat in the London Borough of Wandsworth. All of the rooms with the exception of the kitchen are used for childminding purposes. There is a fully enclosed garden for outside play. The family have three pet cats.

The childminder is registered to care for two children under five at any one time and is currently minding two children in the early years age range. The childminder is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the Early Years Foundation Stage and welfare requirements. Therefore, the quality of the provision is good, which results in children making progress. The childminder has a secure knowledge of children's individual needs and spends quality time supporting children in their play and learning, which gives them confidence and a sense of security, all of which promotes their well-being. The childminder has an effective partnership with parents enabling her to work with them in supporting their children. There are good communication links with parents both verbally and in writing enabling them to be fully informed, for example, through the learning journals. The childminder promotes inclusive practice and has information on the children in her care to enable her to meet their specific needs. The childminder uses the self-evaluation process to identify what she does well and any areas for improvement.

What steps need to be taken to improve provision further?

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

- develop the procedure to be followed in the event of a parent failing to collect a child at the appointed time
- 29/09/2010

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

- install the fire blanket to ensure that it is in a position ready for use and record the regular fire drills in sufficient detail

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect. The childminder and her husband have had the necessary checks to ensure that they are suitable to care for children. She has a comprehensive knowledge on safeguarding and is clear about what to do if she has a concern about the welfare of a child in her care. She has up-to-date information, including referral numbers, and has a clear safeguarding policy which is shared with parents. This includes a procedure followed if an allegation is made against any household member. The childminder has sound safety awareness and conducts regular risk assessments. She checks her environment inside and out on a daily basis and takes action to remove any items which may pose a risk to children. She keeps a written record of her detailed risk assessments. Children are protected on outings as the childminder conducts a risk assessment before each type of outing. She ensures that she has all the emergency contacts she needs when she goes out so that she can act appropriately in the event of an emergency. Children learn about safety as they are reminded how to play safely. Road safety and 'stranger danger' is also reinforced with children when on outings. Children also take part in the fire drill of the premises so they know what to do in the event of a fire. However, the record of fire evacuation is not in sufficient detail of any problems encountered and how they were resolved. Additionally, the fire blanket is not installed .

The childminder has a strong commitment to providing a high quality service. She evaluates her practice and identifies areas she wishes to improve. She listens to and acts on advice from outside professionals which are provided to support childminders with their practices. There is a strong indication of plans for continuous drive for improvement of the service. For example, she has embarked on early years Open University course and is keen to attend short courses to improve her practice.

Resources are appropriate and deployed effectively. The childminder ensures that the toys and equipment she provides are of particular interest to individual children. Although not caring for any child with English as a second language at present she home language and learn key words so that children feel valued and included. This ensures that all groups of children make good progress. She uses her linguistic skills in Spanish to teach children key words and phrases.

The childminder has an effective partnership with parents to ensure that they are fully informed of their child's care and progress and is developing good links with other professionals to enable her to support individual children in her care. The childminder provides parents with good information about the service, including an information pack along with policies and procedures. Parents are kept in touch with how their children are developing and are encouraged to share their own knowledge of children's starting points and ongoing development. The childminder communicates with parents via daily discussions learning journals and emails. Written observations are shared with parents and they are encouraged to add their own information.

Comprehensive policies and procedures on most aspects of care are available and shared with parents. However, a policy on what to do in the event of a parent failing to collect a child at the appointed time is yet to be developed.

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

The childminder uses her observations of their play and different learning styles to provide them with opportunities to extend and develop their learning. Her good knowledge of their stage of development and their interests ensures that children are well motivated and busily occupied while they are in her care. The childminder obtains information about their starting points so that she can accommodate their interests, for example, providing dressing up clothes and outdoor activities for children. Observations are made in different ways, through written observations, learning journals, photographs and examples of children's work, and information from these is used to plan for individual children.

Children communicate confidently with the childminder and are settled and secure in the setting. The childminder chats to children and maintains eye contact to encourage early language skills. Children learn about cause and effect through programmable toys, they learn how to problem-solve and about countries in the world through floor puzzles and cookery activities. Numbers and letters are introduced through play activities when appropriate. Children are able to use their imaginations as they play with small world play and dressing up. The childminder provides opportunities for mark-making and craft activities. Children learn about the world around them through activities related to different festivals and cookery. Children go on regular trips and outings and learn about features of the environment when they are out, for example, visiting the Horniman museum, Dean Farm, and Little Hampton beach.

Children move about the setting freely and develop physical skills and good co-ordination. Children's health is promoted well. They have regular opportunities for fresh air and exercise and walk out to the local woods and other local amenities. Children are offered snacks and meals in accordance with parents' wishes. The childminder provides a balanced and nutritious diet. Activities such as cookery and meal times are used to talk to children about the food we eat and what makes us healthy so they develop an understanding of how to live a healthy lifestyle. The children's drinks are easily accessible so the children can keep themselves hydrated. The childminder has good hygiene procedures and encourages children to wash their hands before they eat. Children are able to rest and sleep according to their routines and parents' wishes.

Children feel very safe in the childminder's care as they have built up warm and trusting relationships with her. They are beginning to learn how to keep themselves safe through her sensitive explanations. Children behave well as they are busily occupied and interested in the activities provided. They are involved in community activities which enable them to socialise with other groups, visiting a toddler group or another childminders and taking trips to the library or the shops.

They are developing skills for the future as they develop independence skills, learn how to communicate and form positive relationships. Children use the computer mouse skillfully dragging and dropping shapes to match. Such activities challenge them to identify the type of flower, various shapes, and the different types of leaves. The childminder extends their learning through constant interaction. For example, she follows children's interest by using a book on frogs to extend a child's statement 'that some frogs are dangerous' She skillfully uses the photos in the book to engage children in discussions on the lifecycle of frogs. Younger children are included well as children laugh excitedly when making the croaking sounds frogs make 'wabbit wabbit'.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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	2

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