

Inspection report for early years provision

Unique reference number	123001
Inspection date	20/09/2010
Inspector	Liz Coffey

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 has been registered since 2000. She lives with her husband in Furzedown, in Tooting, in the London borough of Wandsworth. They live in a four bedroom house. Children are cared for on the ground floor and there is a designated playroom for their use. There is a fully enclosed garden for outdoor play. Two cats are kept as pets in the home.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. She is presently caring for four children in the early years age group, who attend for a variety of part-time placements. She is registered by Ofsted on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register.

The childminder holds a level three Childcare qualification. She is a member of the National Childminding Association

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children are cared for in a safe and stimulating environment. She has drawn up and implemented required policies and procedures to underpin her service. The childminder provides a wide range of activities that meets children's interests and promotes their development across the six areas of learning. There are effective systems in place to ensure daily communication with parents with regard to children's individual needs and their learning. The childminder reflects on her practice and has begun to identify the strengths and weakness of her provision and is keen to further improve her service to ensure improved outcomes for all children.

What steps need to be taken to improve provision further?

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

- ensure there is a system in place to notify Ofsted of any serious accident, illness or injury to any child whilst in the childminder's care, and of the action taken in respect of it (Safeguarding and promoting children's welfare). 30/09/2010

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

- develop systems of self-evaluation to further identify the setting's strengths

and priorities for development that will improve the quality of provision for all children .

The effectiveness of leadership and management of the early years provision

Children are kept safe and their well-being is promoted by the childminder. Records, policies and procedures that are required to promote the children's welfare are in place. The childminder provides details of her policies in writing, so parents can access them. The childminder has attended safeguarding training and is confident of the procedures to follow if she has any safeguarding concerns.

The children play on the ground floor with easy access to the outdoor area. They have use of a brightly decorated, very well equipped playroom with a wealth of toys and play materials to occupy them and enhance their learning and development. Resources are very effectively organised to enable children to self-select and make choices in their play. The childminder has conducted and recorded risk assessments to identify and minimise any potential hazards to the children. The childminder practises emergency evacuation with the children and they are familiar with the procedure to follow in the event of an emergency. The childminder promotes children's understanding of how to keep themselves safe through enabling them to gradually build their autonomy and confidence in the setting. She is proactive in attending training to update and improve her skills and knowledge.

Children demonstrate a strong sense of security in the setting and readily approach the childminder for help or a cuddle. All children and their families are welcomed and valued and parents comment that the childminder 'loves the children she minds and they love her'. The childminder has developed effective communication systems to enhance partnership with parents and other settings children may attend such as schools and nurseries. The childminder is aware of the strengths and weaknesses of her provision, and has begun to implement systems of self-evaluation to help identify targets for future improvement. The childminder has a sound understanding of the requirements of the Early Years Foundation Stage (EYFS) and has attended associated training and workshops to help her to embrace the changes. However, she failed to notify Ofsted of an incident where a child in her care required emergency medical treatment at hospital. This is a breach of requirements.

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

Children benefit from a very good range of resources, experiences and activities. The childminder is very well organised in her planning and demonstrates a secure knowledge of the learning and development requirements. Activities are well-planned; the childminder is resourceful and has a wealth of good ideas to engage children. Written and photographic observations of children's achievements help to

capture how well children are achieving in line with the early learning goals. Observations are used to plan for next steps in individual children's learning. Children also have their own individual scrapbooks which contain samples of their work such as drawings and paintings.

Photographs of children engaged in stimulating activities and on outings adorn the walls of the playroom giving parents and children a sense of belonging and being valued. Children are settled and eagerly engage in the wide range of activities available. They participate well and are enthusiastic and keen learners. The childminder demonstrates a good understanding of the children as individuals and provides activities accordingly, so they offer appropriate challenge. Children are able to explore and select resources independently. Children benefit from a welcoming environment where very good relationships with the childminder are established. As a result, children feel safe and secure in the childminder's care. They are aware of the expectations and boundaries in place and they are extremely capable of making their needs known. This enhances their sense of security and well-being.

The childminder gives meaningful praise and encouragement to children. Their efforts are acknowledged and their achievements celebrated. There is a great sense of fun in the setting and children form good friendships and bond easily with their peers. Their individual personalities and likes and dislikes are acknowledged and valued and parents note that the childminder 'takes each child's personality into consideration when she plans her activities to make sure they are all made to feel special and good at what they do'. This builds children's self-esteem and confidence well. As a result, children make very good progress in their personal, social and emotional development.

Daily outdoor play and activities are included in the routine and children benefit from plenty of fresh air and physical activity, promoting their understanding of healthy life styles. Regular outings are planned and the children enjoy trips to the common to collect conkers, visits to the local lido and city farms as well as using local toddler groups and family centres. Children's safety is prioritised on outings with attention given to road safety and teaching the children to behave in a safe manner. Additional steps taken by the childminder, such as the provision of high visibility waistcoats for the children to wear on outings during the darker evenings, further enhances their safety and welfare. Children sit together at meal times, making it a social occasion, which promotes their language and social skills. The childminder encourages healthy eating by providing freshly cooked meals and talking with the children about why they need healthy foods. They grow their own vegetables and herbs in the childminder's garden and eagerly harvest these to include in their menu. This helps them to develop and understanding of where foods come from in a practical and meaningful way.

Children develop their understanding of the world they live in through the extensive activities planned for them. They celebrate festivals such as Diwali and enjoy trips to the local markets to view and purchase foods from around the world. Children's develop good communication and the childminder talks to them throughout the day asking questions that help to extend their vocabulary and conversation skills. They use mathematical language as they play, counting steps

as they climb and learning to recognise numbers on every day objects such as the number on the bus. The childminder and children enjoy reading books together and singing familiar rhymes. Children benefit from a range of interactive toys such as alphabet and musical toys and toy phones which they incorporate into their games. Overall, children develop very good skills for the future.

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	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