

Inspection report for early years provision

Unique reference number	403842
Inspection date	16/10/2009
Inspector	Patricia Ann Edward
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 assesses 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.

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

© Crown copyright 2009

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 2001. She lives with her husband, adult daughter and mother-in-law, in the London borough of Merton. The whole of the ground floor, first floor spare bedroom and bathroom are areas of the home used for childminding. There is a garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also provides care to children aged over five years old up to 11 years old. This provision is registered by Ofsted on the early years, compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school. The childminder is a member of the Merton Childminders Association and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and welcoming environment for all children and their families. There are basic systems in place for the gathering of information from parents. This ensures that the childminder is aware of the children's individual welfare needs. She has a basic understanding of the learning and development requirements of the Early Years Foundation Stage (EYFS) and interacts appropriately with children to extend their learning. However, no formal planning or observation systems have been implemented. The childminder has begun to self evaluate her provision, however, it is not robust enough to effectively monitor and evaluate her practice fully.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Promoting good health) 18/11/2009
- complete risk assessments to identify and minimise hazards to children with regards safety both inside and outside the home (Suitable premises, environment & equipment) 18/11/2009

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

- develop and implement systems for the observations and assessments for each child in order to record their achievements, interests and learning

styles. Ensure that parents have opportunities to contribute so that records can be used to build on what children can do and identify the next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has an adequate understanding of her role in safeguarding children, but is not clear about putting the appropriate procedures into practice when necessary to ensure children are kept safe from harm. She has a sound knowledge of the indicators of abuse and neglect and is aware of the procedures to follow if she has any concerns about a child in her care. This helps to safeguard the children attending. She organises her home well to ensure children have access to good quality toys and resources. These are appropriate for the children's stages of development and are readily available to encourage them to gain independence. The childminder has an appropriate first aid certificate and children do not attend if they are ill. She has not obtained written permission from parents to seek emergency medical treatment or advice for their children. This is a breach of regulation and impacts on working in partnership. Children's welfare is not sufficiently promoted. Although the childminder carries out visual checks within the home to minimise risks to children, there are no formal risk assessments in place for the home, garden or other outings. This impacts on children's ability to remain safe in these areas.

The childminder has established adequate working relationships with parents. She gathers information from them so that she knows about children's individual interests and needs to provide consistency of care. When parents first approach the childminder she shares an operational folder with them. This contains her policies and procedures along with her training certificates. She also provides them with an 'all about me' document and a booklet that contains her policies and procedures. Ongoing information is then shared through informal feedback at the end of the day. Parents currently do not have access to children's progress folders, which prevents them from commenting on them. Parents have given letters of support to the childminder, praising her for the care she offers.

The childminder ensures that all people over sixteen in the household and her assistant hold a criminal records bureau check. The childminder is aware of the uniqueness of every child she cares for, respecting and valuing differences in others. She has established appropriate working relationships with parents, gathering information from them so that she knows about children's individual needs and can provide consistency of care. The childminder organises annual parent gathering, to allow them to meet each other and get acquainted with their children's friends' parents. She offers them a flexible service and respects their wishes; but her lack of understanding and knowledge on the learning and development requirements is hindering this partnership.

The childminder has begun to think about her practice and identified some of her own areas of strength. She has implemented a written system for self-evaluation, however, does not currently focus on areas which require development, which

hinders the childminder's potential for continuous improvement. Recommendations raised at the last inspection have been addressed, helping to keep children safe and healthy. The childminding provision is suitably organised and most documentation is in place to promote the welfare of children. However, the system for risk assessments and children's learning and development are not fully in place to ensure the safety and development of children. Procedures and documentation for medication administration and accidents are effective and generally promote children's health.

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

Children have access to a range of resources and play materials that are suitable for their age and stage of development. They are able to self-select resources from toys, which are stored at a low level in the through lounge, increasing their independence and freedom of choice. Children have opportunities to initiate their own play throughout the day. For example, children use their imaginations well, making cups of tea and dinner for each other, as they access tea set and plates. However, the childminder does not currently plan or organise a range of activities to ensure a well-balanced programme is provided for the children in order to broaden the children's experiences in all areas of development. Children are well behaved because the childminder implements clear rules and boundaries consistently. Consequently, children know what is expected of them and they are eager to please, enjoying the praise and recognition that follows. The childminder gives clear explanations to the children, aimed at their age and stage of development, increasing their understanding of right and wrong.

Children are encouraged to identify colours and to count objects as they play with animals, cars and trains. Their spoken language is developing well, as the childminder talks to them, engaging them in conversation during their time at the setting, which helps to develop their social skills effectively. This is further enhanced through weekly visits to local playgroups. This also supports children within the childminder's care who have English as an additional language. Children's welfare is promoted adequately with priority given to learning appropriate hygiene routines. Their understanding of healthy eating is promoted because the childminder provides nutritious snacks and meals. Children's knowledge and understanding of the world is promoted through tending to plants in the garden. The organisation of the day means that children have time and space to play indoors and in the garden. Their understanding of equality is developed through access to a range of activities and resources that promote diversity. The childminder has not set up systems to record children's achievements, to aid her to monitor their progress towards the six early learning goals. Next steps in learning are also not identified to inform future planning to ensure children continue to build on what they know and can do. However, children enjoy their time 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

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

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
--	-----