

Inspection report for early years provision

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Inspection date	29/09/2010
Inspector	Maria Conroy
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.

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 1994 she lives with her husband and their three school age children in Sheen in the London borough of Richmond. The family live in a house and the whole of the ground floor is used for childminding, with the upstairs used for sleeping and toilet facilities. The rear garden is fully enclosed for outdoor play. The family have two dogs as pets. The childminder walks and drives to local nurseries and schools, to take and collect children.

The childminder works in partnership with her husband who is also a registered childminder. In addition they employ two assistants who work on a part time basis.

The childminder is registered to care for a maximum of four children at any one time of whom no more than three may be in the early years age range. She is currently minding eight children most of whom attend on a part time basis; of those all are in the early years age range.

When working with another childminder may care for no more than 8 children under 8 years of these no more than 6 may be in the early years age range.

When working with an assistant and one childminder, may care for no more than 4 children under 8 years and of these not more than 4 may be in the early years age range and of these not more than 2 may be under 1 year.

When working with an assistant and both childminders, may care for no more than 8 children under 8 years of these not more than 8 may be in the early years age range and no more than 3 may be under 1 year.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for, their individual needs are met because the childminder works in partnership with her co-minder and an assistant as part of an effective team to provide a service, which enables the daily routines of each child to be followed. Parents who use the setting are involved in the process of self evaluation, through the means of an appraisal, enabling the childminder and her co-workers to identify areas for future development. The childminder has the capacity to maintain continual improvement; she has undertaken a number of training courses for example 'undertaking risk assessments'.

What steps need to be taken to improve provision further?

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

- continue to develop the process for linking the next steps identified through the observations, to support the planning of activities to meet the individual developmental needs of each child
- enhance the activities provided for children by providing more access to natural play materials such as through heuristic play

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to protect and safeguard children and updates her knowledge and understanding in this area, by attending training. All adults living and working on the premises have been suitably vetted and any visitors to the premises are asked to show their identification. Children are always supervised by the childminder, her husband who is also a registered childminder, or their assistant. Risk assessments are undertaken, both on the areas used and the variety of outings the children participate in, to ensure that hazards are identified and precautionary measures are put in place to protect children.

The childminder has recently begun to undertake the self-evaluation process to identify areas for improvement and reflect on the service she provides. The childminder has begun to seek parents' views by conducting an appraisal, which highlighted some suggestions for improvement. She has actively participated in courses for example, a 'planning and observation' workshop to enhance her practice and extend her knowledge. This shows commitment on her behalf to improve the quality of the service she provides. The childminder is eager to keep up to date with information and gain new ideas and she does this by reading relevant childcare publications.

Deployment of resources is effective, the childminder, her co-childminder and their assistant take on different roles and responsibilities to ensure the needs of each child is met. For example, some children have their lunch in the kitchen area supervised by the assistant, having woken up from their nap, while other children who have already had their lunch, happily play in the lounge, while being supervised by the childminder. Low level draws, enable very young children to self select the resources they wish to add to those already out, and other resources are clearly labelled so that older children can ask for the activity of their choice and the childminder can easily access the materials.

The childminder exchanges information with parents at the initial setting in period, including details of their religion, cultural background, dietary and developmental needs. She consistently liaises with parents, to find out about their child's ongoing needs to ensure she can provide suitable care and education for that child. Children are learning to respect each other and learn about the world in which they live. They enjoy participating in the celebration of different festivals throughout the year, which parents actively contribute to.

Partnership with parents is successful and they are effectively kept informed. There is an area in the hallway, with all relevant parents information, including a board for official information, such as first aid certificates and the parents poster given contact details for the regulator 'Ofsted'. In addition there is another area, where there are more details of the activity plan for a three month period, menus and photographic evidence of the children participating in the variety of recent activities, which is changed around on a regular basis. Parents are given copies of the main policies and procedures, which they sign and a copy of which is kept on the child's file. Parental consent is in place for all necessary activities such as going on outings and for emergency medical treatment if necessary.

Partnership with other professionals is successful, for example the childminder liaises with the local nursery and obtains copies of their planning to enable her to share and talk about this with the children. She also attends meetings at the nursery to enable her to obtain all the necessary information to offer continuity of the early year's foundation stage curriculum, to those children.

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

The childminder plans for the children on a three monthly basis. She takes into consideration, the seasons, the festivals within that time frame and the children's interests. Her co-childminder and her assistant, then actively contribute to the planning of the focused activities. The childminder completes regular observations on the children, which both her co-workers contribute to. She has recently begun to identify children's next steps for learning and link the observations to the six different areas of learning, although this process is still in its infancy. The focused activities are varied and age appropriate, although they do not always clearly identify how they will be adapted to meet the individual developmental needs of each child.

Children independently move freely from one area to another, there are different areas within the home, to enable children of different ages to take part in a range of activities. For example, while very young children play in the lounge older children sit at the table constructing and designing using small lego. Children take part in a interesting range of activities both in the home and through local outings; however younger children have fewer opportunities to participate in free play activities, involving more natural play resources. Children enjoy visiting the 'wetlands centre', which enables children to access a wider variety of resources and meet and interact with other children of a similar age.

Very young children enjoy playing with the farm animals; they repeatedly put the play figures in and take them out of the tractor. The childminder and her assistant both interact with the children and support them in their play. Children have fun taking part in singing sessions, the music bag comes out and they explore the range of musical instruments, as they shake the tambourine. The assistant leads the children as they sing 'wind the bobbin up' and they join in with simple actions. Props are used for some songs to help engage the children for example children

are asked to go and get a dolly, as they prepare to sing 'Mrs Polly had a dolly'.

Children have developed a sense of belonging to the family run setting. Good quality interaction and well organised routines, help very young children to become secure and confident within the setting. Children are learning to keep themselves safe through the planned activities. For example they use resources from the 'traffic club' to discuss road safety. Very young children are learning they have to have their straps done up when they travel in the buggy. Children take part in monthly fire drills, where they are learning to evacuate the premises, should there be a real emergency.

Children enjoy the range of home cooked food, from the planned menus, which are shared with parents. They tuck into lunches such as pasta bake, with banana's and custard for desert. They are re-hydrated throughout the day in appropriate feeding cups provided for younger children, and have fresh fruit mid morning. Children have regular access to physical play, for example they attend the 'wetlands centre' where they have access to a range of play equipment both indoors and outdoors.

Children are well behaved and they are learning good manners through the childminder and her co-childminder and assistant, who are positive role models. Children are encouraged to say please and thank-you and they are learning boundaries through the consequences of their behaviour. Children are becoming confident and they receive praise throughout the day, for example when they share the toys, which promotes their self-esteem, they are learning to take turns and co-operate with one another, which ensures they develop good habits for the future.

Children's progress in communication, literacy and skills relating to information and communication technology is developing well. They play well together and understand the need to cooperate. Children are becoming curious, for example very young children move from room to room to explore. They are developing a good understanding of the wider world, through the enjoyable celebrations of the various festivals and through the outings to their local community, for example to see the deer in Richmond Park. Children are learning to use equipment to help them learn about technology, for example very young children explore simple battery operated computers.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a written statement of procedure to be followed in relation to complaints which relate to the requirements of the childcare register and which a parent makes in writing or by email. (Procedures for dealing with complaints) 08/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the action above (procedure for dealing with complaints) 08/10/2010