

Inspection report for early years provision

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Inspection date	21/09/2010
Inspector	Pamela Paisley
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 was registered in 1995. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and three children, one aged 11 years and two are adults, in Wimbledon within the London borough of Merton. The whole ground floor and first floor of childminder's home are used for childminding. There is a fully enclosed garden available for outdoor play. The family has two cats. The childminder is registered to care for a maximum of five children at any one time and not more than three children may be in the early years age group. She is currently minding five children on a part-time basis in the early years age group. The childminder also provides care for children over eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is committed to bringing about sustainable improvement to her provision to ensure that her practice has a positive impact on children's progress towards the early learning goals. The childminder provides an inclusive and welcoming environment where children are making good progress in their learning. The childminder works in close partnership with parents to ensure that children achieve to the best of their ability given their starting points and capabilities. The childminder makes the best use of her time to support children and she uses the space and resources in her home well to meet the individual needs of children who attend. Children are motivated and take part in a wide variety of developmentally appropriate indoor and outdoor activities, which provide good levels of challenge.

What steps need to be taken to improve provision further?

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

- develop observations and assessments in order to clearly identify children's next steps of learning
- ensure that all medication records are signed by parents.

The effectiveness of leadership and management of the early years provision

The childminder clearly understands her role in child protection and is fully aware of the procedures to follow should a concern arise. The childminder has started to evaluate the service she provides to improve the outcomes for children and she intends to go on regular training courses to enhance her knowledge and skills. Since the last inspection the childminder has improved her record keeping ensuring that written parental permission is in place for assistants collecting children from

school. She has updated her first aid knowledge by completing an appropriate course and has ensured that all members of her household aged 16 or over have had a CRB check. The childminder carries out thorough risk assessments to minimise potential dangers. Appropriate safety equipment is used according to the age and needs of the children attending. Well presented policies and procedures are in place that promotes the welfare and care of children; they are shared and discussed with parents so that they are aware of the service provided. Parents are kept up to date about their children's achievements and progress and are fully informed of the childminder's childcare practices. They have opportunities to exchange information about their children on a daily basis. The childminder completes a daily diary for each child in her care, which she shares with parents. They are encouraged to get involved in their children's learning and development through discussion with the childminder. The childminder liaises with other provisions delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care. Children are able to participate fully because activities are thoughtfully adapted to meet their needs. Children benefit from playing in a child-centred environment with resources organised so that they can access them independently and safely. The childminder carefully selects toys, play materials and equipment to ensure they are of good quality and suitable for the ages and stages of development of the children in her care.

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

The childminder offers an environment where children can have fun, be creative, develop good personal and social skills and become confident communicators. She plans her week effectively so that children get a wide range of activities and experiences that promote all areas of their learning and development. The childminder has a good knowledge of child development and how young children learn and develop, although she has not yet fully developed a system to clearly identify children's next steps of learning. Children are learning about diversity through good access to resources that reflect positive images of culture, gender and disability and take part in celebrating various festivals and celebrations throughout the year. Children had fun learning about Chinese New Year and Diwali and tasted different foods to give them an insight into what other people eat from around the world. Children visit different parks and the Wetland Centre where they have good opportunities to find out about wildlife animals. Children are gaining a good knowledge about natural history, science and transport as they go on trips to various museums. They have regular access to a laptop and programmable toys to increase their understanding about everyday technology. The childminder's home is well organised so that children can play and move around safely. There are effective fire safety equipment and clear evacuation procedures in place. Children practise regular fire drills to help them become familiar with emergency evacuation procedures. The childminder is trained in administering first aid and has appropriate records in place regarding the administration of medication to children, although records are not always signed by parents. Clear procedures are in place to protect children from cross-infection and well established hygiene routines help to maintain good health such as individual bedding and towels, and they are

helped to understand that washing their hands before meals helps keep them healthy.

Children are encouraged to feel valued and important because the childminder actively listens to them and gives them her full attention when they try to communicate with her. Children are learning mathematical concepts as they use shape sorters, sing number songs and when playing matching games, including putting objects into pairs. They enjoy working out how to complete puzzles and learning about numbers as they count how many apples and other fruit they can see when visiting the local supermarket. Older children are beginning to recognise numbers in print and enjoy looking for the right number bus they need to take when going on outings. The childminder provides daily opportunities for children to enjoy a wide range of rhymes and stories. The childminder ensures that she continually engages in conversation with the children so that they are hearing language all the time and they have access to crayons and pencils for mark making and drawing. Children have many opportunities to take part in creative activities. Musical instruments such as rainmakers, flutes and maracas are easily accessible and children enjoy listening and dancing to music. They regularly take part in cooking activities and make their own pizzas, cakes and decorate biscuits. Role play is thoroughly enjoyed by all the children. They have great fun using toy pots and pans as they pretend to cook and practise their hairdressing skills with toy straighteners, hairdryers, brushes, combs and hair bands. Children eat healthily and the childminder ensures that fresh fruit and vegetables are part of their daily diet. Children's individual needs are taken into account and the childminder makes sure that children experience different tastes. Children regularly socialise with other children of a similar age at toddler groups, indoor adventure and soft play areas and the local library. Children engage in a good range of physical activities that help to keep them healthy. They regularly visit parks where they can run around, go on slides, swings and climbing frames. The childminder makes good use of her garden so that children can play ball games, ride bikes, use pedal cars and practise jumping on a bounce zone.

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