

Inspection report for early years provision

Unique reference number	EY387482
Inspection date	03/11/2010
Inspector	Lindsay Farenden

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 2009. She lives with her husband and two adult children in a house in the London Borough of Sutton. The whole of the ground floor of the childminder's house is used for childminding and one bedroom for sleeping purposes only. There is access to a toilet on the ground floor. The garden is not registered for outside play but children visit near by parks. The childminder is registered to care for a maximum of six children under eight years, of who three may be in the Early Years age group. She is currently caring for two children in the early year's age group after school. She also cares for children aged over five years. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a childminder who understands their individual needs and provides a welcoming environment, where they are very happy and settled. They are kept safe and secure at all times and are well engaged in activities which help them make good progress in their learning. Effective partnerships with parents and others within the Early Year Foundation Stage promote continuity of care and progression for children. The childminder has started to identify aspects of her provision that she would like to develop further and her commitment to ongoing training provides a sound basis for her capacity to maintain continuous improvement.

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 medical advice or treatment (Promoting good health) 17/11/2010

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

- continue to develop the self-assessment system of the childminding provision
- continue to develop observation and assessment systems and link them further with the six areas of learning

The effectiveness of leadership and management of the early years provision

The childminder has a clear policy regarding safeguarding and demonstrates a clear understanding of the procedures to follow to protect children's safety and welfare. The childminder is vigilant about safety issues and conducts risk assessments within her home and for all outings. Adults living in the home have been fully vetted to ensure they are suitable to be in the presence of children. She teaches children to how to stay safe through discussions about stranger danger and the ongoing practices of road safety. Fire safety equipment is in place and the written fire evacuation procedures are practiced with the children.

The childminder has good organisational skills and dedicates her time to the children when they are present. The children enjoy weekly outing to the resource centre to toys to play with for the following week. Most required documentation is in place. However written parental consent to seek any necessary emergency medical advice or treatment has not been requested, which is a breach of a requirement the Early Years Foundation Stage Framework. Overall policies and procedures are used effectively to promote the welfare of the children. Although the childminder is not yet using a self-evaluation system, she is fully aware of areas of her childminding provision she would like to develop. She committed to attending further training to develop her childcare knowledge and to continually improve the outcomes for children.

The childminder strives to provide a service that is inclusive for all children and their families. She values the role of parents and encourages them to share what they know about their child. This helps her to focus on each child's individual needs and support their learning. Daily verbal feedback to parents keeps them well informed about their children's progress, routines and activities they have done. Parents are complementary about the childminder and her childminding provision. The childminder has made good links with the schools, which ensures all parties are working well together for the benefit of the children. Children behave well because they are well occupied and are fully aware of the home rules, such as not jumping on the sofa and the need to share toys. The childminder encourages them to use good manners and to be kind to each other. Children learn about caring for the environment, as they take recycling materials to school to use for model making.

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

Children are confident and their self-esteem is nurtured by the childminder, as she gives the lots of praise and acknowledges their achievements. The childminder presents herself as a very positive role model for the children and they have developed a good relationship with her. The childminder shares her time skillfully between the children and their individual pace of learning is valued.

Children are making good progress in their language and literacy skills. The well presented book area encourages children to look at books and sometimes they like pretending they are in the library. Children's writing skills are emerging well, as they enjoy using simple workbooks to draw patterns, pictures and form letters and numbers. With support from the childminder they are beginning to link sounds to letters. Children enthusiastically learn about colours and shapes from looking at posters depicting these and discussing them with the childminder. Children have great fun making necklaces and bracelets out of cereal rings, counting them and talking about the different colours with the childminder. Good opportunities are provided to promote children's creative development. They enjoy making butterfly paintings and different shapes using dough. They have fun singing action songs and making different sounds using musical instruments. Children learn to take care of living things as one of their favourite things to do is to feed the fish in the pond in the garden under very close supervision of the childminder. They very much enjoy going to fish centre to buy food for the fish and count the different fish they see in the tanks there. Children's learning about the local environment is enriched through various outings. They like visiting parks, the library, go to shops to buy toys and some foods. Children's understanding of diversity and difference is enhanced as they learn about different places of worship they see when on outings and that people can speak several languages. This helps children learn to value their own lives and the diverse society in which they live in.

The childminder plans a wide range of activities to promote children's learning and development. She has started to do observations of what children enjoy doing and their achievements. She then uses these to plan for their next step of learning, although these are not always linked to the early learning goals. The childminder uses good questioning techniques to stimulate thought and challenge children.

The childminder actively helps children develop healthy lifestyles. Children follow good hygiene routines as they wash their hands before eating and after using the toilet. They regularly visit the park in which they use a range of equipment including slides, climbing frames and swings to develop their balance and co-ordination. They enjoy relaxing watching the television for a short time after hard day at school. Children learn about healthy eating as they help to make the dough for a pizza base and put on their choice of healthy toppings on it and then enjoy eating it for their tea. Drinking water is available to children at all times, preventing them from becoming thirsty. Children are cared for and play in a very clean home in which the childminder gives high priority to hygiene procedures. The childminder is able to attend to minor accidents as she has a well stocked first aid box and holds a current first aid certificate.

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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