

Inspection report for early years provision

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Inspection date	13/09/2010
Inspector	Denys Rasmussen
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 2001 and lives with her husband and two children ages 13 and 16 years. They live in a house in a residential area of Furzedown, London Borough of Wandsworth. The family have two pet rabbits. The downstairs and two of the bedrooms are used for childminding purposes and there is a fully enclosed garden available for outdoor play. The childminder is registered to care for four children at any one time. There are five children presently on roll on a part-time basis, four of whom are in the early years age range. The childminder attends local groups, music sessions and takes the children to local parks. She holds a National Vocational Qualification (NVQ) at a level 3 in childcare. She is bilingual and can speak both fluent French and English. The childminder is registered on the Early Years Childcare Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are well met in the welcoming, stimulating and inclusive environment. The childminder's knowledge, experience and partnership with the parents enable her to provide a good quality service. Children's learning, development and welfare are successfully promoted enabling them to make good progress, given their age, ability and starting points, in safe and secure surroundings. The motivated childminder uses self-evaluation well to help her drive continuous improvement

What steps need to be taken to improve provision further?

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

- inform parents of the procedure to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare).
- 27/09/2010

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

- take into account ongoing dialogue provided by parents to contribute to the child's continuing assessment.

The effectiveness of leadership and management of the early years provision

Children are well protected because the childminder understands her responsibility and the procedures to follow if she were to become concerned about a child's welfare. However, parents as yet are not informed of the procedure she will follow in the event of a parent failing to collect a child at the appointed time; this is a requirement. Nevertheless, she has robust risk assessment procedures as she has attended recent training which means effective measures are put in place to minimise risk to children. The childminder had her home assessed by a fire officer which enabled her to make improvements in her fire safety precautions. Children learn how to evacuate the premises quickly and safely because the childminder helps them to practise fire evacuation. The childminder is clear about her strengths and weaknesses and uses her self-evaluation to adapt and improve her practice. The childminder's policies and procedures work well in practice to ensure children are able to play in a safe, healthy, secure and stimulating environment. Her home is welcoming and well organised to enable children to play, eat and rest in comfort. Children have easy access to a wide variety of resources and play materials, both indoors and outside, which are suitable for their age and needs.

The childminder is fostering good relationships with the parents and respects their wishes in the care of their child; because she works closely with them, the children receive consistent care. The childminder is bilingual which helps her to appreciate the importance of supporting children's home language and her ongoing dialogue with the parents ensures she understands the children's continuing needs. Although this does not as yet contribute to the child's profile records. The childminder is supportive and advises parents on local facilities for their children and she also accepts childcare vouchers to pay for her service. The parents agree the appropriate settling in period for their child and the childminder is very flexible to ensure children settle well. The childminder liaises with the local pre-school to provide a complementary experience for the children. She helps the children in her care with the transition into pre-school by attending visits with them. Parents comment that the childminder is a font of wisdom and advice who provides a warm, relaxed and happy atmosphere where their children are very happy.

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

The childminder uses her observations of the children to plan for their future learning and development linking them with the early learning goals. She plans a varied and interesting week which is dictated by the children's needs. For example, the children need to rest in the afternoon, so they go out in the mornings. Children gain a sense of the world around them when they visit local groups. They make new friends, learn new songs and are introduced to musical instruments when they visit the music group. They run around, use their scooters and play ball in the local park enjoying the fresh air. They collect leaves and flowers to take back with them

to examine and use in activities. The children visit the local shops and choose their lunch supporting their independence. During the school holidays the childminder takes the opportunity to go further afield such as visiting farms and an aquarium. The children learn how to care about animals when they talk about the pet rabbits and help to grow beans and tomatoes in the garden.

Children enthusiastically engage in activities with the childminder who is attentive and interacts in a warm and positive manner. This encourages the children to play well together and behave in a respectful and polite manner. The childminder encourages the children's love of books by reading to them often and they have routine times in the day when they share a book. For example, just before home time helping the children to gauge a sense of time. The childminder also ensures children can access books in their home language. Children's understanding of diversity is enhanced as they play with resources that reflect themselves and the wider community, celebrate festivals and special events. This supports them to value aspects of their own lives and that of others. The childminder encourages children to adopt good personal hygiene routines such as washing their hands appropriately and has an effective sick child policy that helps to reduce the risk of the spread of infection. Children are offered nutritious meals made with fresh produce and have access to water at all times, encouraging healthy habits. Loving and caring relationships with the children are evident; the childminder intuitively attends to the children's needs both physically and emotionally, ensuring they feel safe and secure.

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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