

Inspection report for early years provision

Unique reference number	EY409631
Inspection date	08/11/2010
Inspector	Janet Williams
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 registered in 2010. She lives with her husband and two children age five and one year. They live in the Putney Heath area in the London borough of Wandsworth. All areas of the home are accessible to children, except the childminder's bedroom and the balcony. There is a communal garden available for supervised outdoor play. The childminder is registered to care for a maximum of four children under eight at any one time. She currently has three children on roll. She is registered on the Early Years Register and on the compulsory part of the Childcare register

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a well organised environment, where a good range of resources and play materials are made readily available to cover all areas of learning. Positive inclusive practice is promoted through the childminder working effectively with parents, various children's centres and other childminders. The childminder strives to make improvement through recognising her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- further improve knowledge and understanding of the Early Years Foundation Stage framework in relation to children's learning

The effectiveness of leadership and management of the early years provision

The childminder continues to safeguard children through keeping them safe and protecting them from harm. She has a good knowledge of issues surrounding safeguarding and protecting children. For example, she is able to recognise areas of concerns, such as, noting signs of neglect or a change in a child's behaviour. The childminder has completed a safeguarding training course and has a comprehensive policy and procedure in place which includes recognising her responsibility of care. The childminder has good risk assessment procedures in place. This ensures all areas used by the children are free from hazards and that all outdoor environments are suitable and safe. Documentation in place ensure that systems are in place for evacuating the premises safely and to ensure children know what to do in event of an emergency. The childminder has good systems in place to promote children's welfare. For example, children's arrival and departure times are clearly recorded; permission has been obtained for administering

medication and emergency medical treatment.

Children have many opportunities to achieve their learning goals. The childminder has a balanced knowledge of the Early Years Foundation Stage relating to children's learning and development. She is keen to further improve her practice by attending various training courses, such as, writing observations and assessment to enable her to plan for each child's stage of development and that they fully succeed their learning goals

Children benefit from the positive partnership the childminder has established with parents. They are kept well informed about their children's progress through daily written and verbal communication. The childminder keeps an individual written diary for younger children in which is shared with parents. This also permits them to make comments on the quality of care and learning provided. Parents also receive questionnaires, which allows for them to make statements. These are valued and looked at for ways of making improvement. The good working relationship with others enables the childminder to meet with other child care workers within the community and the local authority early years. The childminder uses the network to keep her up to date with relevant child care information in which reflects in her quality of care and learning provided and having overall impact on children's individual needs.

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

Children play happily and are relaxed and confident through the childminder providing a stimulating and supporting environment. Effective daily plans demonstrate how children are provided with good learning opportunities. Photographic evidence shows how children are involved in a full range of challenging and interesting activities covering all areas of learning, both indoors and out. The childminder organises the provision well and makes good use of space and resources. Children can choose and help themselves to what they want to from the good selection of resources and play materials that are of easy reach and accessible. The childminder spends quality time with the children; this enables the children to learn as a result. For example, she role plays with the children, pretend to shop, be a shopper and or shop assistance. Through this children are able negotiate, communicate and use numbers. Children listen and respond to what the childminder has to say as she question them appropriately. Their spoken language is developing well. Children enjoy music and respond enthusiastically. They confidently operate the compact disc player repeating the same song. This allows for children to be self-motivated and develop skills for the future. Children benefit from outings to the local field and various children's centres where there is large play equipment and gives children plenty of opportunity to develop physical skills.

The childminder welcomes children who speak English as an additional language. The childminder works with parents to learn key words, use signs and books in

community languages. This develops children's understanding of communication and enables them to converse with their peers and adults.

Children enjoy relaxed and sociable mealtime. They benefit from nutritious meals that are freshly prepared and cooked each day. Menu plans in place show how children are provided with balanced healthy meals. They also receive a range of healthy snacks including fruit encouraging them to develop healthy eating practices. Fresh drinking water is readily available. Daily routines ensure children understand and establish good personal hygiene. For example, they know they must wash their hands before meals and after using the toilet. All in which contributes effectively to their welfare.

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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