

Inspection report for early years provision

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Inspection date	11/10/2010
Inspector	Janet Williams
Type of setting	Childminder

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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 has been registered since 1993. She lives with her husband and two adult children. They live in Tooting in the London Borough of Wandsworth. Children access all rooms on the ground floor and a bedroom on the upper floor for sleeping arrangements. There are shops and parks within walking distance. There is a fully enclosed garden available for outside play.

The childminder is registered to care for five children. She is currently caring for three children within the early years age group currently minding two children aged three years and one child aged five years. The childminder takes children to local toddler groups and the one o' clock club. 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 given good learning opportunities through the childminder providing a varied range of stimulating and interesting activities. Each child is recognised and valued as a unique individual. Extensive positive inclusive practice promotes an effective partnership with parents and offers very good support when working with those who speak English as an additional language. Self-evaluation reflects what the childminder does well, however does not fully address plans for improvement.

What steps need to be taken to improve provision further?

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

- use self-evaluation to also identify weaknesses that will contribute to the quality of the provision for all children.
- improve hygiene habits, for example, ensuring children wash their hands prior to snacks

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively promoted through the childminder's good understanding of issues surrounding safeguarding and protecting children. For example, how to recognise signs and symbols of abuse and what procedures to follow, such as, contacting the local authority assessment team. Good systems are in place to ensure areas used by the children are suitable and safe and free from hazards. For example, stairgates are fitted to ensure areas are inaccessible to the children, smoke detectors are fitted on all levels and a fire blanket is accessible in

the kitchen. In addition fire drills are frequently practised to enable children to know what to do in event of an emergency. On outings younger children are strapped in their pushchair and older children are put on reins, this enables children to be and feel safe. The childminder has appropriate written policies and procedures in place that reflect the quality of care provided. Good systems are in place to promote children's welfare, such as children's arrival and attendance time, accidents and incidents and relevant details are obtained from parents, such as, medical details, permission for outings and emergency medical treatment.

The excellent relationship with parents considerably contributes to children's learning and development. Formal and informal systems are in place for information to be shared with parents. The childminder keeps a daily diary for each child. This enables parents to have a comprehensive written report of their child's daily activity and how they are progressing in their play. Details also include activities, meals, sleeping patterns, and nappy changes throughout the day. The childminder has an excellent record of written feedback received from parents, stating how they are happy with the quality of care and learning provided. Parents' views are highly valued, respected and are used to improve the outcome for children. The versatile partnership with others, for example, the local authority early years department, relationship with other childminders and attendance to many of the local children groups. The childminder recognises that partnership with parents and other agencies is integral to every child's development. Although the childminder is currently not working with children with special educational needs and/or disabilities, she is keen to attend a training course to identify a child's needs for additional support.

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

Children are cared for in a stimulating relaxed and caring environment. They participate in a good range of adult led or self chosen activities both indoors and out. The childminder's good knowledge of the Early Year Foundation Stage relating to children's learning and development ensures they achieve the early learning goals. Resources and activities are easily accessible to promote children's independence and broaden their knowledge and understanding of the world. The childminder has a very good range of resources and play materials that reflect diversity, such as dolls, books, dressing up clothes and puzzles. In addition children celebrate and address many of the festivity events. Through quality outdoor play children can see and learn about the environment. For example, they recognise a helicopter as it goes by and wave. This demonstrates how they are showing an interest in what is going on around them. The well organised outdoor play area allows children to enjoy physical play. Children benefit from sit and ride toys, moving with confidence and co-ordination whilst developing their large muscle skills. Practical activities, such as, work with sensory arts and crafts materials, scissors and paint brushes, give good opportunities to enhance children's manipulative skills. Children's spoken language progresses, as the childminder talks constantly to the children. They also listen attentively to stories and songs and rhymes from a compact disc. Some children learn and know the

words. This demonstrates how their listening skills are developing well. Children are very well behaved, they learn and know boundaries, understand the rules within the childminder's home and abide by them. This ensures good relationships. They get on well with peers and adults, know how to share and take turns when playing together.

Children continue to stay healthy through learning about some good personal hygiene routines and self-care skills, such as, hand washing after using the toilet and before meals, however, their hands are not cleansed prior to eating snacks. Meals provided are balanced and nutritious, freshly prepared and cooked each day. Mealtimes are used as a social event where children sit together.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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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