

Inspection report for early years provision

Unique reference number	137890
Inspection date	29/11/2010
Inspector	Debbie Newbury

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 1993. She lives with her husband and three children, of whom only one is a dependent, in the London borough of Merton.

All areas of the home apart from the first floor bedrooms are used for childminding. Bathroom facilities are provided on the first floor. There is a fully enclosed garden available for outside play. The home is within walking distance of local parks, shops and other community amenities.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, of whom not more than three may in the early years group. She is currently minding three children in the early years age group and one older child. Days and times of children's attendance vary. The family has one cat and a rabbit.

The childminder regularly takes children to a local playgroup and they visit parks and go out for walks.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is developing her knowledge, understanding and implementation of the requirements for the Early Years Foundation Stage. She is kind and caring and provides a welcoming, homely environment where children feel safe and happy. Overall, children have their individual needs supported in a generally satisfactory way. However, systems for monitoring children's progress and planning for the next steps in their learning are not yet sufficiently well developed and there are some weaknesses in arrangements for working in partnership with parents. The childminder is keen to build upon her existing practice and has started to consider some areas for further development. This suggests that her capacity to maintain continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- develop a systematic and routine approach to observational assessment and use to plan for the next steps in a child's developmental progress across each area of learning
- develop use of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- gather information about children's starting points and review children's progress with parents regularly. Encourage them to contribute to their child's

- learning and development record
- value linguistic diversity and establish opportunities for play and learning that acknowledge children's particular cultural backgrounds and enable them to value diversity in others.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder is aware of child protection issues and the possible signs and symptoms of abuse. She understands the procedure she must follow in the event of any concerns and has obtained comprehensive written information relating to the Local Safeguarding Children Board procedures, together with relevant contact numbers. This information is readily accessible. The childminder continues to make progress in addressing areas identified for improvement at her last inspection. She is receiving help from a childminding support worker and has attended some relevant training courses. These have included a course to help her gain the skills to evaluate her strengths and priorities for development. Use of self-evaluation does, however, remain an area for further attention.

Since the last inspection, the childminder has obtained public liability insurance and now has written parental consent to seek emergency advice or treatment for those children in the early years age group. Risk assessments have been completed for the home, garden and the places children visit and there is now a fully functioning smoke alarm on the ground floor of the home. These measures help to ensure children's safety and contribute to the overall organisation of the childminding provision. Overall, the childminder organises her home, time and resources appropriately. She maintains all required documentation, although some records do not have regard for confidentiality. Others, which have been completed by parents, lack a little detail and the childminder has not checked to ensure these have been completed in their entirety. This may mean that she is not as well informed about children's individual needs as she might be.

There is an informal exchange of information with parents on a daily basis, which is supplemented in the case of one child, by a written diary. However, information sharing is not well focused on children's learning and parents have not been asked for their views in respect of their children's starting points. The childminder shares her written policy statements with parents, although they do not have their own copies of these for future easy reference. There are no children currently in the childminder's care who attend other settings. However, she demonstrates an adequate awareness of the need to establish links with any other providers of the Early Years Foundation Stage, should this be the case, to ensure continuity of care and a joint approach to supporting children's learning.

Children are treated with equal care and concern. They have access to a few resources that reflect positive images of social diversity, such as books and some small world toys. The childminder has begun to consider how she can build further on their understanding by introducing different festivals and traditions, although has yet to put this into practice. She is aware of the cultural backgrounds of the

children in her care and is conscious that some children hear languages at home other than English. However, she has not thought about learning and using key words in the home languages of these children to help them feel valued and add to their sense of belonging.

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

The childminder is continuing to develop her knowledge of the learning and development requirements and the areas of learning. She has attended an observation, assessment and planning course and has begun to make some rudimentary observations of children at play. The childminder fully recognises that these do need to be done in greater depth to help her fully identify children's achievements and progress and plan for the next steps in their learning so that they make good progress towards the early learning goals. Children explore an adequate range of play materials that are suitable for their ages and stages of development and they remain involved in those that attract their interest. They can independently access some of these although a new storage container is too tall for toddlers to reach into themselves. The childminder does, however, assist children in getting things out of this. She rotates toys regularly to help keep children's play provision fresh and appealing. Babies and toddlers particularly like exploring musical toys that they can operate independently by pressing buttons. This allows them to learn about cause and effect and investigate basic technology. The childminder sits alongside children and supports their play, for instance, by building towers of bricks for toddlers to knock down and by demonstrating to a baby what happens when she turns a home-made shaker up and down so that the rice makes a noise. The childminder spends time talking to children and acknowledges their sounds and gestures as they try to communicate. This builds confidence in their developing language skills. Children have opportunities to explore their local community and develop their social skills as the childminder includes outings to such places as parks and a playgroup. They paint and play with play dough and take part in occasional simple cookery activities.

Children are able to move freely around the main room used for minding and they have space to sit and play in comfort. The childminder assesses her home for safety according to the ages and stages of development of the children present. She removes most items stored at low level that could be potentially hazardous, although at the time of inspection some small ornaments were accessible to children. Children have had some opportunities to practise fire drills and they learn about road safety and stranger danger when they go out. The childminder reminds older children of the need to be careful around the babies, when they are both present.

The childminder supplies food for some children, while parents provide this for others. She stores this appropriately so it poses no health risk and makes sure she is aware of any dietary requirements or religious considerations. Children can freely access drinking water and babies are regularly offered a drink, which means they do not become dehydrated. Children are supported in learning about good

personal hygiene routines, such as washing hands before eating, although this did not happen during the course of the inspection. Children benefit from daily fresh air and exercise as the childminder takes them out for walks and to visit local parks.

The childminder is very patient and affectionate towards children and they receive lots of hugs and cuddles. Babies snuggle in contentedly when they are picked up. This helps children to feel self-assured and confident. They benefit from praise and encouragement. The childminder makes a point of talking to children about things that are going to happen, such as the need to change a nappy. Thus, children are included in and consulted about decisions that affect them.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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