

## Inspection report for early years provision

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<b>Unique reference number</b>	137971
<b>Inspection date</b>	20/10/2010
<b>Inspector</b>	Lorna Hall
<b>Type of setting</b>	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 1999. She lives with her husband and one school age child in the London borough of Merton. The whole ground floor and two rooms upstairs are areas of the home used for childminding. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children aged under eight years, of these, no more than three may be in the early years age group and one under one. She is currently minding four children, some of whom attend part-time.

The childminder collects children from the local school and regularly attends children's centres. She is a member of an approved childminding network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are safeguarded and make good progress in their learning and development. Arrangements are mostly effective to ensure their safety and health at all times. Strong links with parents help to involve them in their children's learning, and they are kept well informed of their progress. Links with others, such as the early years advisors, ensures sustainability and the childminder is part of the borough quality scheme. The childminder uses self evaluation to reflect and review the service she provides.

## **What steps need to be taken to improve provision further?**

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

- develop knowledge and understanding of what and when to pass information to the regulatory authority.

## **The effectiveness of leadership and management of the early years provision**

Children are successfully safeguarded because effective procedures are in place for identifying any child at risk of harm and liaising with appropriate child agencies to ensure information is passed on. The written policy has clear information about how to deal with allegations of abuse against adults. The childminder knows the children well and has the required consent to act in their best interest if they need medical treatment or advice. However, she is sometimes unaware of the medical information that should be passed on to the regulator. Records required for the safe and efficient running of the provision are up to date and effectively promote the children's welfare.

Children demonstrate a clear understanding of how to stay safe and they take part in regular fire drills. Rigorous risk assessments cover all areas of the home and play equipment. The risk assessment is frequently updated. Within the home, space is well organised so the children can move around freely and safely and appropriate smoke detectors are fitted. The well organised routine helps children to stay safe. For example, children wear high visibility jackets on outings and they learn about road safety and stranger danger. As an extra safety measure the childminder carries the children's contact details with her. She also ensures her car is well maintained to safely transport the children.

Emphasis is placed on working in partnership with the parents. The childminder has a brochure style portfolio about her provision and it includes her policies and procedures. Parents views are sought and used to ensure the setting meets the needs of their children. For example, the childminder uses the information parents provide about their children's interests to plan visits to the zoo. Parents receive comprehensive information about their children's progress and development and can access information about the weekly activities and other childcare information from the notice board.

The childminder is enthusiastic and committed to offering the best care and education for the children. She regularly accesses community resources, such as the children's centres and childminder drop in sessions, to enhance her service. Links with others, such as the early years advisors in the local authority, enables her to seek advice and access appropriate training. The childminder strives to provide an inclusive environment, with books and signs printed in dual languages to enable greater understanding. Through play children develop a positive understanding of diversity and planned activities ensure all children take part at a level appropriate to their needs. The childminder has completed a comprehensive self evaluation and used it to reflect and review her service. As a result she has plans to pursue further training.

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

Children make good progress in their learning and development because the childminder has a comprehensive knowledge and understanding of the Early Years Foundation Stage. This enables her to successfully use information parents provide about their children's learning to plan and deliver interesting experiences for the children, covering the six areas of learning. The childminder makes sensitive observations of the children. For example, during a music activity she records the number of recognisable words the children use. Observations and assessments are supported with beautiful photographs of the children engaging in activities and show the learning achieved. These are frequently updated and parents have opportunities to contribute to this by adding their child's learning whilst with them. Learning journals clearly show the future learning needs of the children and the activities to show how this will be achieved. Children enjoy looking at books and

have an excellent selection to choose from.

Children use a range of resources, such as a torch, to closely examine mini beasts and make links in their learning when they look them up in a book. They begin to understand about different seasons as they use things they have collected to create an autumn collage..There are many opportunities for the children to revisit past experiences as they record outings in the form of picture books. Children enjoy, achieve and develop skills for the future through their activities in the well resourced home corner. They use pasta, to fill different containers learning about capacity and volume. Through play, children learn to use their senses to express themselves; they move their fingers through hard and soft textures and learn about temperature as they play with cold jelly and cooked pasta. This activity greatly promotes their understanding of early science as they learn about changes.

Children have a positive attitude to learning because they can see at a glance what is available and make independent choices. Their self esteem is successfully promoted because their art work is beautifully displayed around the home. They have individual pegs with their pictures on to hang their personal belongings up and they can see pictures of themselves and other members of their family engaging in favourite activities. Children are confident and busy in their environment and show good concentration as they play. The outdoor is laden with beautiful resources, junk mobiles, ribbons objects that move in the wind. Children think critically and develop skills for the future as they skillfully press different size and shape buttons on the music centre and fix puzzles pieces in their correct place.

Children are well behaved and make a positive contribution, for example, they get the dustpan and brush to sweep up. Through discussion with the childminder they learn about acceptable behaviour. They are familiar with the routines and ensure they are appropriately dressed to enjoy outdoor play. During play children show consideration for each other as they wait for their turn.

Children show a good awareness of a healthy lifestyle and wash their hands before handling food. They adopt good personal hygiene and understand the importance of healthy eating. Children make healthy choices about what they eat and the childminder advocates the daily recommended amount of fruit and vegetables. Every day the children engage in a wide range of physical activities, both indoors and outdoors, increasing their understanding of the importance of regular exercise as part of maintaining a healthy life style. Children are extremely contented because their health, physical and dietary needs are well met. The childminder strives to provide an inclusive environment and ensures she has appropriate information to meet children's individual needs. The environment is organised to ensure all the children can play at a level appropriate to their needs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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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