

Inspection report for early years provision

Unique reference number	139547
Inspection date	11/01/2011
Inspector	Amanda Tyson

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 is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She has been a registered childminder since 1996 and is available on a full time basis. The childminder lives with her husband and two adult aged daughters. They have two cats. The home is situated in Worcester Park, which is within the London Borough of Sutton. Worcester Park High Street and Stoneleigh Broadway, which both have a main line railway station with direct links to London, along with schools and parks, are all within walking distance. All areas of the home are used for childminding. Play activities take place downstairs. Toilet facilities are located on the first floor, and one bedroom on the first floor is used for young children to sleep in a travel cot. The second floor loft conversion is not registered for childminding. There is an enclosed rear garden providing outdoor play space.

Registration is for six children under eight years; of these, no more than three may be within the early years age group, of whom no more than one may be aged under one year at any one time. There are currently three children on roll within the early years age group. The childminder also cares for a child aged over eight years before school each day.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, safe and secure in the childminders care. Partnerships with parents and children's other settings are firmly established and effective in ensuring that children's individual needs are met. Children are making good progress in their learning and development. On the whole, the childminder demonstrates good knowledge and understanding of her regulatory responsibilities. However, one legal requirement, relating to documentation, has not been met. Overall, the childminder demonstrates a good understanding of her strengths and weaknesses. Key priorities for improvement are accurately identified and targeted.

What steps need to be taken to improve provision further?

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

- risk assessment 02/02/2011

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

- present more experiences and activities that children can respond to by using

- many of their senses, and which encourage them to make connections between their play and real life
- develop use of the observational assessments; use the information to track children's progress towards the early learning goals and to inform and guide planning.

The effectiveness of leadership and management of the early years provision

Children's welfare is very well monitored, safeguarded, and supported. Rigorous risk assessments are carried out on both her home and outings, thus minimizing the potential for accidents and incidents, such as a lost child situation. However, these are not documented. Whilst the impact of this on children is negligible, it is a legal requirement and therefore a breach of regulation. Since the last inspection the childminder has updated her knowledge and understanding of child protection issues and the Local Safeguarding Children's Board procedures. Her regulatory responsibilities are clearly understood and explained to parents in a written statement.

The environment is effectively organized to encourage children to develop into independent and creative learners, and to provide for children's individual learning and development needs. The childminder has a good range of good quality play and learning resources, although most are manufactured plastic and therefore all feel the same. She is steadily increasing resources to promote diversity. The childminder organizes the day well around the individual needs of the children, for instance sleep. She makes appropriate use of community resources, such as 'stay and play' groups, the soft play centre and library, and ensures children have access to daily outdoor play.

The childminder keeps up to date on children's preschool topological, and individual, learning plans. Children benefit greatly from the joint and consistent focus for supporting their identified next steps for learning; enabled by the effective partnership between the childminder and local preschool. Activities often provide extension to what they have been doing during their preschool session. Information about children's daily care routines, and learning and development progress, is shared daily with parents. Relationships between them are warm, friendly, and trusting. They hold the childminder in high regard and cite her helpfulness, thoughtfulness, and attention to meeting children's individual needs as key strengths.

In addition to safeguarding procedures, the childminder has improved safety within her home and provided parents with written information to explain all required regulatory and operational policies and procedures. She completed Early Years Foundation Stage training and has implemented a system for carrying out observational assessments. However, the latter is in the early stages of effectiveness. Whilst the written observations are astute, these are yet to be fully developed as a tool for tracking children's progress towards the early learning goals, and for informing and guiding planning. Nonetheless, this is highlighted on her self-evaluation form as a priority for improvement. The childminder has already

enlisted the help of her daughter, who is NVQ trained in early years and soon to start working with her as an assistant. Future plans also include more training, for example in child protection, risk assessment, health and safety, and equality and diversity. The capacity for improvement is good.

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

The daily routine and activity programme ensures that children keep healthy and active. They all have wellington boots and wet days, when they can splash in the puddles, are a favourite. When it snows they have fun building a snowman and making snowballs. The childminder supplements the meals provided by parents, with healthy snacks of fresh fruit and sugar free drinks. Good hygiene standards are well promoted to the children. They learn the 'Green Cross Code' and know to look carefully for cars reversing out of driveways. Children practice the fire evacuation procedure and are beginning to understand about fire prevention, for instance that 'matches are not toys and are dangerous'. Children wear a wrist band when they visit busy places, such as the farm and park, detailing the childminders mobile telephone number.

Opportunities for role play are well provided for. Children's emotional security and understanding of appropriate behaviour and safety is very well demonstrated, as they affectionately hold and kiss baby dolls whilst pretending to feed them a bottle and then strapping them into a seat. They enjoy playing shops, where numeracy is encouraged as they use play money and electronic cash tills. Babies watch carefully as preschoolers sing confidently into the microphone and press buttons to activate music. Preschoolers' kind nature is demonstrated as they offer the microphone to babies, who instantly place it to their mouths whilst swaying in time to the music. Singing, music, and movement has become a strong feature of the daily activity plans, and children's wide repertoire of nursery rhymes and songs, along with their high levels of confidence, is recognized by their preschools. Children's developing skills look set to progress to the next level as the childminder has recently ordered a variety of more diverse and challenging instruments. Regular visits to the library, along with daily story times, are all helping to foster an early interest in literacy. Children have good opportunities to create and design independently, for example sifting through catalogues and selecting and cutting out pictures for sticking. Opportunities for mark making and writing are plentiful. In addition to pencils, which preschoolers hold in a good pincer grip, they use their fingers in corn flour, paintbrushes, and giant patio chinks. Children's speech and language development is particularly well supported and, as a result, they are becoming competent and confident communicators. Older preschoolers enjoy competing to see who can build the highest brick tower. Children explore weight volume and capacity during water play, and patiently complete puzzles by matching colours, pictures and shape. Children's awareness of diversity is raised as they access books and play with some toys depicting different ethnicity, although the childminder's supply is fairly basic. However, a range of different cultural and religious festivals are celebrated, for example Diwali and Hanukah. When children organize their own games and begin to act out their real experiences of going on

holiday on an aeroplane, their knowledge and understanding of the wider world is developed by the childminders interaction with them. Babies have space to practice their developing mobility and benefit from the inclusive nature of preschool children. Opportunities for them to explore and experiment using all their senses are less well provided for, but the childminder is committed to rectifying this.

Two of the children on roll attend preschool; one in the morning and one in the afternoon. Pick ups and drop offs obviously impact on the time available for activities. However, the childminder makes up for this during the school holidays when, for example, picnics and trips to the farm are organized.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met