

Inspection report for early years provision

Unique reference number	EY408530
Inspection date	07/12/2010
Inspector	Janet Williams

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 four children in Tooting in the London Borough of Wandsworth. The living room, kitchen and hallway are the main areas of the home used for childminding.

There are local parks, playgrounds, drop in groups and library within walking distance.

The childminder works with an assistant. They are registered to care for a maximum of three children at any one time. The childminder currently has two children on roll in the early years age range. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for and have good opportunities to progress in their learning. Resources and play materials well organised to create a stimulating and accessible play and learning environment for children. Positive inclusive practise is promoted through the childminder working closely with parents and carers and with the local authority early years department. The childminder is aware of her strengths and areas for improvement to promote the quality of children's welfare and learning and development, demonstrating a good capacity for improvement.

What steps need to be taken to improve provision further?

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

- further secure existing knowledge of the Early Years Foundation Stage framework in relation to children's learning.

The effectiveness of leadership and management of the early years provision

Effective procedures safeguard and protect children's welfare within the childminding environment. The childminder has a good understanding of possible signs and symptoms of abuse and an understanding of issues around family protection and responsibility of care. This enables her to assess risk and protect children. Children are able to play in a safe and caring environment. The childminder carries out regular risk assessments in each room and outside to minimise hazards. All of the necessary safety precautions have been taken for the safety and well-being of children, for example, stairs are made inaccessible to the children. In addition, fire drills are recorded and practised to ensure children can

be evacuated quickly in an emergency. Comprehensive policies and procedures are used effectively; reflect the quality of care and learning provided for all a children being cared for. All mandatory records are in place, confidential and well maintained. For example, children's arrival and departure times are clearly recorded, permission has been obtained for outings and emergency medical treatment and the childminder has a system in place for recording accidents and medication administered.

The childminder organises her home well to enable children to play outside, where they can regularly access fresh air and exercise to benefit their health. Resources and play materials are easily accessible, readily available for all children and suitable for children's stage of development. The childminder has a good understanding of the Early Years Foundation Stage. Good observations and assessment profiles comprehensively record children's achievements. This helps the childminder to plan for each child to ensure their learning and developmental needs are met. However, although not a requirement, the childminder is keen to further develop her skills for writing observations and assessments to help her to have a clear picture of children's planned next steps.

Good partnership with parents and carers contributes considerably to children's well-being while at the childminder. Information is regularly shared with parents and carers. Comprehensive and clear procedures are in place for keeping parents informed about the children's progress and development. The childminder completes care diaries for all children to ensure continuity of care. Children benefit from the positive partnership with others. For example, regular contact with other childminders and attending various groups within the local community. All of which contributes and supports children's welfare and learning and development.

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

Children benefit from good support to help them feel secure and confident. Good opportunities enable children to learn to share and take turns when visiting various groups within the local community. Children's closeness to the childminder gives them a sense of belonging. Children are learning to communicate and develop good relationships through the childminder consistently talking to them, uses singular words and short sentences. The childminder talks to children about what they are doing and respond to children's interests. This enables children to develop their language skills. Children are happy in their play, well motivated, enjoy challenges and concentrate well at self-chosen activities. They select musical electronic toys and respond enthusiastically to the melody whilst dancing to the rhythm. In addition they play with a musical microphone where they pretend to sing. All in which contributes to their creative development. Daily routines include plenty of opportunities for children to benefit from playing outdoors and making good use of the local children's clubs and parks. Their time outdoors allows them to have plenty of fresh air which contributes to their healthy lifestyle.

Children gain an understanding of the wider world through topic work and looking at different festivals. For example, they recently celebrated Ede, pictures and posters displayed around the home, show children's art work. Many of the resources and play materials provided reflect diversity and raise children's

knowledge and awareness regarding disability.

Children's individual dietary needs and requirements are well met. Nutritious meals and snacks help children develop healthy eating habits from a young age. Fresh drinking water is available at all times and children confidently help themselves, keeping themselves hydrated throughout the day. The environment is clean and tidy and children receive good support to develop good personal hygiene routines such as hand-washing.

Children are well cared for and have good opportunities to progress in their learning. Resources and play materials well organised to create a stimulating and accessible play and learning environment for children. Positive inclusive practice is promoted through the childminder working closely with parents and carers and with the local authority early years department. The childminder is aware of her strengths and areas for improvement to promote the quality of children's welfare and learning and development and has booked onto training courses to improve her skills and knowledge.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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