

Inspection report for early years provision

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| Unique reference number | EY412966 |
| Inspection date | 31/01/2011 |
| Inspector | Linda Close |

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| 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 registered in 2010. She lives with her partner and two children aged seven years in the Wandsworth area in southwest London. Childminding takes place mainly on the ground floor which consists of an open plan kitchen/diner which opens onto to an enclosed garden area which is used for outdoor play. There is also a living room and a downstairs cloakroom. Children may sleep in one of the bedrooms upstairs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children aged under eight years, of these, three may be in the early years age range. The childminder is registered to care for two children under eight years overnight. The family has two cats, and a rabbit who lives in a hutch in the garden. There are currently three children on roll aged from 18 months to three years and all attend part time. The childminder welcomes children of all abilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, safe and secure in the care of the childminder. They are making good progress given their age and starting points. The childminder has established good working relationships with parents and the information that is shared helps the childminder to meet the individual learning and care needs of the children. The childminder evaluates her service to children effectively overall and she identifies her strengths and most areas for improvement. She is keen to develop her service to children and their families.

What steps need to be taken to improve provision further?

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

- develop further the provision of activities that promote respect and understanding for a wide range of people and cultures
- develop further the partnership with outside agencies to assist in supporting children with special educational needs.

The effectiveness of leadership and management of the early years provision

The childminder is well informed about safeguarding issues. She has gained a good understanding of child protection matters and is aware of the signs and symptoms of abuse. She has adopted an appropriate safeguarding policy and procedure which she shares with parents so that they are aware of her responsibilities. The childminder conducts and records detailed risk assessments of her home and for

each type of outing that she takes with the children. She takes effective steps to promote their safety including the use of safety gates, keeping the front door securely locked and storing cleaning materials in a way which prevents children from accessing them.

This recently established childminder has given due consideration to most aspects of her work as part of her self-evaluation exercise. She has made sure that her documents and records are all in place and maintained in a way which meets the requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder has identified some useful training courses to assist her in extending her knowledge including Makaton signing which she plans to attend as soon as a course is available to her.

Parents say they are pleased with the standard of care that the childminder provides for their children. They say that the contact book that goes back and forth between the childminder and parents is informative. They comment that the childminder is more than willing to tell them about the children's activities and their achievements at the beginning and end of the day. The childminder welcomes children of all abilities. She talks about children's particular needs with their parents and she supports children in the development of their learning and mobility. She expresses her willingness to work in partnership with specialists. She plans to take advice and guidance from a speech therapist although a meeting has not been arranged as yet.

The childminder provides children with a wide range of toys, books and materials which are in good condition and are appropriate for their age and stage of development. She stores toys and books at a low level so that children can make independent choices and decisions in their play. The childminder takes children to a local playgroup to meet and play with a range of children and adults but the range of activities that she plans and provides to help children to accept and respect diversity is limited.

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

Children show that they feel safe in their relaxed body language and in the calm way that they respond to the childminder. They snuggle up happily on her lap to share a story book, allow the childminder to clean their noses and change their nappies with little resistance and they respond to her very well in play.

Children's individual dietary needs are well known and understood by the childminder. She plans and provides a range of tasty, balanced, home cooked meals and she selects the ingredients with care so that all children's needs are met and none are made to feel different. Children enjoy their snacks which include fresh fruits and they benefit from being offered drinks frequently throughout the day to maintain their hydration levels. Children play, eat and rest in clean, orderly surroundings. The childminder provides colour coded flannels and towels for each child to avoid cross infection. She wipes their hands before and after meals so that

they become accustomed to the routine. She changes their nappies on a clean mat and she follows a hygienic routine.

The childminder speaks to children clearly and she is good role model for them. She introduces words which include 'gently', 'push', 'in there' and the names of animals. The children babble and chatter happily to her showing that they are beginning to understand how to express their thoughts and needs out loud. The childminder encourages children to help to put away their toys and she praises them warmly for their help. They enjoy being praised, they smile happily and they are cooperative and well behaved. Her approach helps children to develop good attitudes to being helpful and respecting their environment.

The childminder supports children in developing their skills for the future. She helps them to communicate verbally and using some signing. She offers children mark making materials and she encourages them to enjoy books. She talks about colours and matching coloured items and she counts out loud with the children when they are playing. She is sensitive when children are exploring toys and she offers her assistance but she patiently allows children time and space to experiment. Children have access to some battery operated toys so that they can find out what happens when buttons are pressed.

The childminder dresses children warmly and takes them out to play in the fresh air daily. They feed carrots to the pet rabbit and play happily on the slide and the rocker in the childminder's garden. Children are learning to use sit and ride and push along toys indoors and the youngest children are walking steadily. Play with shape sorters helps the children to develop their small muscles and they clearly enjoy shaping and squeezing dough.

The childminder keeps a file of notes and photographs for each child showing them involved in play and activities and she holds this ready to share with their parents. She demonstrates in discussion that she has a good understanding of each child's achievements and she selects activities that meet their learning needs linked to most aspects of the six areas of learning.

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

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| 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

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| 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 | 3 |
| 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 | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 3 |
| 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