

Inspection report for early years provision

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Inspection date	29/11/2010
Inspector	Pamela Paisley
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.

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 1996 and lives with her three children in Wallington, within the London Borough of Sutton. The whole ground floor and one bedroom on the first floor of the childminder's home are used for minding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age group. The childminder is currently minding three children on a part-time basis in the early years age range. She also cares for children aged over five years to eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder organises her home effectively to ensure that all children can take part in the activities she provides and their individual learning and developmental needs are well met overall. She works in close partnership with parents to ensure children are settled and secure, although a statutory requirement relating to documentation is not currently being met. The childminder is strongly committed to inclusion and enthusiastic about undertaking relevant training. She is committed to making further improvements to the service she provides, so is well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- devise and implement procedures to be followed in the event of a parent failing to collect a child or in the event of a child going missing (Safeguarding and promoting children's welfare) 31/01/2011

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

- develop observations and assessments in order to give a clear picture of children's achievements

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of how to protect children. She is aware of the appropriate procedures to follow should she have concerns about a child in her care and recognises that this is her first priority. She carries out rigorous risk assessments throughout her home and on outings to ensure children's safety. Suitable safety equipment such as stair gates, smoke detectors, socket covers and a fire blanket are in place to protect children from possible hazards. The childminder has incorporated systems to effectively monitor and identify strengths and weaknesses in the service she provides, effectively maintaining continuous improvement. She is a qualified teacher and currently attending training to enable her to achieve early years professional status. Since the last inspection the childminder has made improvements to her record keeping ensuring that details are kept of existing injuries. Written parental consent has been obtained for taking children's photographs and a complaint procedure is now in place.

Partnerships with parents are well established and parents are encouraged to share what they know about their child, particularly when children first start attending. The childminder gives parents' detailed information about their child's achievements and progress through a daily contact book. Parents have given very positive feedback about the service the childminder provides through completing questionnaires. The childminder has built strong links with other provision where the minded children attend to ensure that information is regularly shared and used to promote their learning, development and well-being. Most required policies and procedures are in place to promote the welfare and care of children and these are shared and discussed with parents. However, the childminder has not yet devised procedures for missing or uncollected children, which is a breach of specific legal requirements and could have an impact on children's welfare.

The childminder is extremely committed to inclusion and enthusiastic about undertaking relevant training, which has given her substantial knowledge and understanding of how to provide inclusive care for children with special educational needs and/or disabilities. The childminder makes good use of the space and resources in her home. Children are well cared for and supported during their time with her. The childminder's home is organised so that children feel comfortable and confident in accessing a wide range of good quality play materials and equipment.

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

The childminder provides a stimulating and welcoming environment where children are making good progress in their learning and development in relation to their starting points and capabilities. Children take part in a broad range of planned activities and spontaneous events, which support their development and overall

learning. The childminder plans activities to ensure that every child is suitably challenged by the learning and play experiences provided. The childminder is aware of each child's individual learning needs, but has not fully developed observations and assessments to give a clear picture of children's achievements. Children's knowledge and understanding of the world is increasing through a wide variety of themes, including the roles of different service providers across the community. There are many opportunities to learn about and celebrate different festivals and beliefs throughout the year. Resources reflect positive images of culture, gender and disability. Children are learning about living things as they grow tomatoes, chilli peppers and various plants. They have good opportunities to explore the uses of technology through programmable toys and accessing educational websites on a computer to support their learning. Children have good opportunities to develop their creative skills as they take part in role play. Their imagination is promoted as they enjoy cooking activities, arts and crafts and make food with modeling dough. Musical instruments are readily available so that children can sing, dance and explore sounds.

Children take part in an excellent range of physical activities that are well planned to help them make extremely good progress in their physical development. Children are encouraged to walk to school and on outings. The childminder's garden is very well equipped with a variety of equipment to extend children's developing physical skills. They show an excellent understanding of healthy eating and make healthy choices at snack and meal times. The childminder has very positively reinforced this by discussing the importance of eating fresh fruit and vegetables and children help to make lunches and their own snacks. Water is readily available so children can help themselves to drinks when they are thirsty. The childminder's home is organised well, creating a child friendly environment which enables children to explore and take safe risks. Children practise regular drills to help them become familiar with emergency evacuation procedures and enable their feelings of security.

Children's problem solving and reasoning skills are being developed through good access to puzzles, working out how to build train tracks and marble runs. They are learning numbers as they count how many cases they will need to fill when doing cooking activities. They are beginning to learn about the concept of full and empty as they use containers with sand and water play. Children are developing good social skills as they mix with other children of similar ages at children centres, the local library, parks and soft play areas. Children enjoy stories with the childminder, who encourages them to talk about the characters in the books and questions them about what they think will happen next. Children communicate well with each other and have learnt quite a few nursery rhymes. They have good access to early writing materials and the childminder helps older children with their homework by listening to them read.

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	1
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	1
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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