

Inspection report for early years provision

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Inspector	ISP Inspection
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 was registered in 2010. She lives with her husband and two children, a school age and a toddler in Southfields in the London Borough of Wandsworth. The childminder lives in a house which has easy access to the ground floor. The whole of the home is used for childminding and there is a fully enclosed garden for outside play.

The childminder works with an assistant and is registered to care for four children under eight years of whom one may be in the early years age group. The childminder is registered on the following registers: Early Years Register; the compulsory part of the Childcare Register; and the voluntary part of the Childcare Register. When working with an assistant they are registered to care for 10 children.

Currently there are seven children on roll, five of whom five are under five and two children are in fulltime education and attend after school and during school holidays.

The children attend for a variety of sessions.

The childminder collects children from the local school and goes to children centres regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. A well developed knowledge and understanding of the related framework and how to meet children's individual needs makes sure the childminder successfully promote children's welfare and learning. Arrangements to promote children's health mostly promotes the children welfare, however, the arrangements for children to have access to water on outings is not consistent. The partnership with parents ensures consistency of care and the information required to promote the children's welfare is gathered. Links with others such as children's centres enhances the children's learning and development. Through the self-evaluation the childminder reflects and review her service. There is a great capacity for improvement because the childminder uses different methods to keep abreast of changes in her field of work and she involves other in the self- evaluation process..

What steps need to be taken to improve provision further?

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

- improve the arrangements for children to have access to water on outings

- improve opportunities to promote younger children's independence especially during lunch time

The effectiveness of leadership and management of the early years provision

Children are successfully safeguarded because the childminder has a good understanding of the signs and symptoms of safeguarding issues. She has clear and detailed information to refer should she need to report any concerns. Records required for the safe and efficient running of the service meets requirements and promotes the children's welfare.

There is a strong emphasis on working in partnership and exhaustive systems are used to keep them informed. The childminder regularly seeks the views of parents and where possible she adapts her service to meet individual needs. To ensure consistency of care and the smooth transition to school the childminder maintains effective links with local schools. Parents have access to the policies and procedures which guides the childminder in her work.

The childminder is motivated and passionate about her work. Links with others such as the early years and the children's centre enables her to seek advice and access appropriate training. She also reads childminding periodicals as a way to keep abreast of changes in her field of work. Her commitment to meeting children's individual needs is evident in the way she organises her home to create a child friendly environment. For example, children have individual pegs to hang their personal belongings.

Through the self-evaluation the childminder reflects and reviews her service. To show her commitment to continuous improvements parents are asked to complete a questionnaire. The childminder's good knowledge and understanding about community resources secures improvement and sustainability.

Children are well behaved because the childminder ensures they are sufficiently challenged. The childminder's good use of praise and encouragements serves to help the children preserve with chosen activities.

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 and her assistant have a good knowledge of the Early Years Foundation Stage. This enables them to effectively deploy resources so the children can make see what is available and make independent choice. The childminder support the children to try new challenges especially during outdoor play. Children enjoy and achieve because they build good attachments with the childminder. They listen keenly and think critically as they investigate the different buttons on activity set. Older children skilfully handle small objects during craft

activities and most can write their name. Lots of laughter and other facial expressions show their enjoyment as they skilfully balance bricks to build high towers.

Children build firm attachment with the childminder and they respond positively to her good use of praise and encouragement. They are happy and secure in their environment because they know the routine. Their self-esteem is promoted because they have lots of opportunities to learn through repetitive play. For example, babies practice going up and down stairs as part of their development. To show the childminder's commitment to meeting individual learning needs outings to the park are carefully chosen to reinforce learning in a particular area of development. However, children's independence is not consistently promoted especially during meal times.

Observations and assessment are consistently used to plan and deliver challenging play based learning activities for all the children. The childminder carries out baseline assessments on the children engage in activities. This information is shared with parents and use to plan for long term learning. During discussion, the childminder states that children's individual learning profile is regularly updated and captured on a D.V.D and share with parents. Daily dialogue with parents at the beginning and end of the day ensure appropriate information is passed on about routines and general well-being. Children's learning and develop is enhanced through regular visit to the local children centre and One O clock club. These are carefully chosen to ensure there is age appropriate.

Children enjoy healthy and nutritious meals which are freshly prepared. Every day the children have opportunity to enjoy the fresh air and engage in a wide range of physical activities both indoor and outdoor and gain a secure understanding about the importance of regular exercise as part of a healthy life style. During physical play children move with confidence and have good coordination as they climb playground equipment. The childminder knows the children well and has the required consent to seek help and advise to ensure they receive the correct treatment in an emergency. Children enjoy healthy of fresh fruit and snack time and water. However, the arrangement for children to have water on outings is not consistent.

Children are effectively safeguarded because the fire escape plan is displayed for children and parents to see and proper fire detectors are fitted. Regular fire drills also promote their safety within the home and on outings. Within the home safety gates are fitted and unused electric sockets are covered, a monitor is used when children are asleep. Through discussion and routines such as daily school runs children learn about road safety. Their safety is furthered promoted because the childminder carries essential information with her on outings. Children demonstrate a good understanding of safety especially on outings they ask adults to help them climb playground equipment.

The childminder strives to provide an inclusive environment. Consequently, all the children have equal opportunity to access resources. Through books children learn about other cultures and customs. They engage in craft activities and make cards to celebrate festivals. There is good supported for children and families who have learning difficulties and children have access to resources which depicts positive images.

Links with others such as toddler groups and library are well established to enhance the children's learning and secure improvements. For example, walks around the local community promote the children's understanding of the wider world.

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	1

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	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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