

Inspection report for early years provision

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Inspection date	22/02/2011
Inspector	Lorna Hall
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 1996. She lives in a five bedroom house in the London Borough of Kingston Upon Thames. The whole of the ground floor of the childminder's house is used for childminding and one bedroom upstairs for sleep. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both parts of the childcare register to care for a maximum of four children under eight years at any one time. Currently there are seven children on roll, children attend for a variety of sessions, some of the children are in full-time education. She is currently minding four children on a part time basis. The childminder attends local toddler groups and takes children to parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's well developed knowledge and understanding of the Early Years Foundation Stage framework promotes the children's welfare and learning. Children are well safeguarded, and kept safe and secure throughout their time with the childminder. Most of the records required for the efficient running of the provision meet requirements, however, the written safeguarding policy and risk assessments lack some important information. This is a breach of specific legal requirements. The partnership with parents and others is good, making sure information about the children's welfare is appropriately shared. The childminder regularly involves others to help her reflect and evaluate her service and through this process she demonstrates a strong capacity 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:

- improve the written safeguarding policy to include information if an allegation is made against the childminder or member of her family (Safeguarding and welfare) 08/04/2011
- improve the risk assessment record to include who conducted it (Documentation) 08/04/2011

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

- Improve the self-evaluation system to enable further improvement in the

provision for children

The effectiveness of leadership and management of the early years provision

Children are successfully safeguarded because the childminder has a good understanding of her responsibilities. She has clear written procedures which include procedures to follow should she need to report or record concerns. However, the policy lacks information about the procedure to follow in the event of an allegation being made against her or a member of her family. The risk assessments also lack information about who conducted it. This means that two specific legal requirements are not fully met. All the other records and documentation required for the safe and efficient running of the service are up to date and meet requirements. They are beautifully presented in a folder.

The childminder is interested, motivated and calm and through her good knowledge of the Early Years Foundation Stage framework, she plans challenging and stimulating activities for all the children. She attends training when she can and has strong links with the early years advisory team. Communication takes place between the childminder and parents, supporting individual children on a regular basis to ensure information is regularly shared and used to promote children's achievements. Parents views are sought through questionnaires and the information is used to help her improve her provision for the children. One parent states her child 'is always happy and so are we knowing that he is cared for by an expert. The childminder has contributed greatly to our family's happiness and well being as her childcare has made my transition back to work much easier'.

There is good capacity to maintain continuous improvement, because parents are involved and contribute to the ongoing self-evaluation. The childminder regularly meets up with other childminders to reflect, share and discuss best practice. Resources are effectively deployed to support the children and promote their independence. The environment is conducive to learning and children quickly engage in activities both indoors and outdoors.

Children are well behaved and receive lots of praise and encouragement which greatly promotes their confidence and self esteem.

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

The childminder's good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage effectively promotes children's learning. There are many opportunities for the children to contribute and make choices in their play and the childminder follows their lead in providing and extending activities to offer further challenge. For example, they hear the builders working and attempt to go outside to use tools and mimic favourite play characters. The garden is well organised to enable the children to engage in

planting and watching how things grow. Younger children explore their environment with confidence because the childminder clearly communicates with them on their level. She also makes daily routines interesting and provides opportunities for children to push and pull musical mobiles to sustain their interest.

There is a strong emphasis in learning through play, consequently information gained through observations and assessments are used to plan for individual learning needs. The childminder uses information parents provide to complete an 'all about me form' which provides detailed information about children's capabilities. It also includes information about favourite toys and preferred learning styles. Children are well supported to access learning resources and the childminder sits with them on the floor or at the table. The childminder has a positive attitude with regards to caring for children who have special educational needs and/or disabilities and has resources and books which have positive images of diversity. Children are well motivated and have a positive attitude, as a result they show good concentration and pride in their work. For example, they carefully thread different size beads onto a shoe lace, spending time concentrating on ensuring the lace goes through the bead. Children make positive contributions to their learning and older children ask for favourite activities based on the seasons. They proudly display their models made from junk materials.

Good quality interaction and well organised routines help young children to become secure and confident in their environment. The childminder goes the extra mile to ensure her home is safe. As a result effective fire detectors are fitted and the escape route is displayed in the main play room. Daily safety checks ensure car seats are securely fitted. Outings to and from schools are used to promote the children's understanding of stranger danger and what actions to take when crossing the road. Children are safely escorted on outings and the childminder carries essential items, such as a first aid kit and their contact details with her at all times.

Children gain a secure understanding about the importance of regular exercise as part of maintaining a healthy life style. They enjoy regular outdoor play going to parks, climbing play ground equipment and running around in large open spaces. Good arrangements are in place for children who need to sleep. Children's health, safety and well-being are enhanced by the consistent implementation of policies and procedures to administer medication and the care and exclusion of children who are ill.

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