

Inspection report for early years provision

Unique reference number	139628
Inspection date	07/04/2011
Inspector	Helen Penticost
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 2011

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 was registered in 1993. She lives in Sutton, Surrey in a second floor flat in a residential area close to local parks, schools and shops. Access to the flat is via a lift and stairway. All areas of the flat, except for one bedroom, are used for childminding with access to a communal garden.

The childminder is registered to care for a maximum of three children at any one time and is currently minding five children in the early years age range and one child on the childcare register. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to parks and to local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the care of the childminder and have formed positive relationships. Overall, children make good progress in their learning and development as their individual welfare needs are highlighted and met well. Partnership with parents are fully fostered which ensures a consistent and cohesive approach. The childminder has effective systems in place to identify the strengths and weaknesses of her provision, which ensures that she continuously improves the service that she provides.

What steps need to be taken to improve provision further?

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

- develop systems to ensure that children's next steps are being clearly identified and used in leading future planning
- maintain a record of evacuation drills in the fire log book, which includes details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her responsibilities with regard to supervising children in her care. She demonstrates a good knowledge and understanding of signs and symptoms of abuse and of the procedures to follow should she have any concerns. All the essential documents to support the efficient and safe management of the childminding provision are in place. Thorough risk assessments for the home and all outings are in place and effective action is taken to manage or eliminate risks for children. Fire evacuation is practised with the children; however, the childminder does not maintain a fire evacuation log.

The childminder strives for improvement in her practice by attending mandatory training and seeking advice from others including childminders. The childminder has good systems in place to help her assess the service she provides. This includes written self-evaluation and seeking parent's views. As a result, she has a realistic awareness of her strengths and plans for areas of improvement. Action has been taken to address the recommendations made at the last inspection, which has helped to further promote children's welfare, learning and development.

Play space is well-organised and there is a wealth of toys and resources available to aid children in their learning and development. The equipment and resources are of good quality and are suitable for the ages of the children to support their interest and desires. The childminder provides an inclusive practice for all children as she recognises and acknowledges them as individuals and they access a good range of resources that reflect diversity, race, culture, disability and gender.

Good quality information is exchanged on a regular basis and there are very clearly written contracts and consent agreements regarding individual care needs. Complimentary comments from parents include; the childminder 'has been really helpful and considerate' and she 'is a warm and caring person whose house is always welcoming, clean and well organised'. The childminder has systems in place to develop communication links where children attend other early years settings.

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

Children make good progress towards the early learning goals, because the childminder offers consistent routines and a caring and supporting environment to ensure children develop a sense of belonging. Children's learning and development is appropriately planned for, as the childminder knows all the children very well and is aware of their individual likes and dislikes and personal preferences. The childminder records their progress as she writes basic observations. However, these observations do not clearly show plans for children's next steps.

The children benefit from a warm and caring environment which values their individuality and encourages their independence and self confidence. Young children settle quickly as the childminder provides individual attention, capturing children's attention and successfully maintaining their interest with age appropriate activities and resources. The childminder sits nearby as children play so that she can offer support if needed. Children behave very well and are distracted by the childminder who quickly disperses any potential issues. They are encouraged to work together and to share during their play, for example, they pretend to make a cup of tea as one holds the cup and the other pour the tea. They have fun initiating and developing their own imaginative games such as playing a game of peek-a-boo behind the chair.

Children learn about being safe through discussions about road safety where they

know the ground rules for crossing the road. They demonstrate that they feel safe as they seek cuddles and reassurance from the childminder. Children have access to a good range of books as they develop their knowledge and skills in communication, language and literacy. They begin to show an understanding of problem solving and mathematical language as they complete jigsaw puzzles, build with bricks and press buttons and are rewarded with flashing lights and music.

Children have good opportunities to enjoy the outdoors as they develop their physical skills. For example, they visit local parks where they run, balance and climb. Children access a clean and hygienic home environment and they learn about healthy lifestyles as they eat healthily and freely access fresh drinking water throughout their day. They develop an understanding of their immediate community and the wider world through socialising at toddler groups and being out and about at parks and play areas.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) 30/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children). 30/04/2011