

Inspection report for early years provision

Unique reference number	EY412180
Inspection date	18/04/2011
Inspector	Linda Close
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, her parents-in-law and two children who both attend primary school full-time. The family live in a four bedroom house in Earlsfield, in the London borough of Wandsworth. Minded children are cared for on the ground floor of the house and they use a child's bedroom on the first floor to sleep. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for no more than four children under eight years, of whom no more than three may be in the Early Years age group and only one of these may be under one year, at any one time. There are currently three children on roll who are 11 months, two years and six years old respectively and all attend part-time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and secure in the care of the childminder. They have fun, and they are making good developmental progress given their age and starting points. The childminder has established a good working partnership with parents and other carers. They provide ample information which helps the childminder to meet children's individual needs well. The childminder evaluates her service to children effectively overall and she makes sure that any areas of weakness she finds are promptly improved. She is keen to secure the ongoing improvement of her service through further training.

What steps need to be taken to improve provision further?

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

- develop further the system of assessing and recording children's achievements and progress.

The effectiveness of leadership and management of the early years provision

The childminder makes safeguarding children her highest priority. She shares her policy and procedure documents with parents so that they fully understand her responsibilities. She is aware of the signs or symptoms that can indicate abuse and she knows what to do if she is worried about a child in her care. To make sure that she keeps up to date with child protection issues, she has booked a place on an additional training course. The childminder assesses risks to children in her home and on outings, and she records and acts upon her findings. She keeps a note of fire evacuation exercises and she finds ways to make them safer and more

efficient.

The childminder reflects on all areas of her work and she takes immediate action if she finds any areas that can be improved. She has recently swapped the function of her living room and the playroom and therefore now the children play closer to the kitchen/diner where they can be supervised more easily when the childminder is preparing children's snacks and meals. The childminder welcomes visits from local authority advisory staff who give her valuable advice and help her to identify training in areas that are of special interest to her.

Children have a wide range of good quality toys and resources. They are stored at a low level in the dedicated playroom so they can make independent choices and decisions about what they want to play with. The childminder places a good selection of toys around babies to encourage them to crawl and reach out for toys that interest them. The toys and resources reflect the diverse range of people in society. The childminder takes children out and about in the local area to help them to become accustomed to the variety of children and adults in their local community. She invites parents to let her know about any special cultural events or celebrations that they would like her to include in her activity planning. She encourages children to share their home language with her.

The childminder has not yet had to take advice from specialists regarding any of the children in her care, although she expresses her willingness to do this if there is a need. She talks to school teachers when she takes and collects the children and she passes on any 'school' news to parents. She finds out about children's school activities so that the stories and activities she provides at her home can sometimes complement what they do at school. Parents have written very positive comments about the standard of care that the childminder provides. They like her settling and say that she has made settling-in and adjustment as smooth as possible. Parents also say they particularly like to receive text messages about their children during the day which they find reassuring. The childminder shares a comprehensive file of information with parents all about her approach to her work so that they are fully informed about her provision from the outset. She also keeps a daily diary and a scrapbook about the children's progress to share with them so that they know about their child's learning and development whilst in her care.

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

Children show that they feel safe with the childminder in the relaxed way they snuggle up to her when she picks them up after their morning sleep. They explore their toys and smile broadly when they pull themselves up to stand and are warmly praised by the childminder. Children's immediate safety is taken very seriously by the childminder. She ensures that all cleaning materials are inaccessible, the chest freezer is locked for safety and a gate prevents access to the stairs.

The childminder works well with parents. She is happy to give children food from home or she will provide healthy, nourishing meals if parents prefer. She has

devised a four-weekly menu for children to give parents information about what children will eat each day and to give them the opportunity to state any particular preferences. The childminder makes sure that her home is clean and well presented before children arrive. She provides separate handtowels for each child to use after washing their hands avoid cross infection.

The childminder is a good role model for the children. She speaks clearly to them and encourages them to respond to her. She catches their eye and talks to them as they play so that they learn to associate words with relevant actions. Children respond to the childminder very well. They gurgle and murmur as they play and they are beginning to express their thoughts and feelings with different facial expressions and different vocal sounds. The childminder encourages children to make marks and draw. She shares story books with the children and she takes them to the library so that they can choose more themselves. Children's activities involve them in sorting and matching. They make puzzles, and play counting games with the childminder. Children have easy access to a selection of battery operated toys that they explore and activate by pressing buttons. Taken together, the children's activities help them to develop the skills that they need for their future learning.

The childminder has devised a basic list of house rules which are all positive. She encourages children to treat her home with respect, to be kind towards one another and to help her to put away their toys. She speaks kindly and politely to the children so that they learn to be polite and pleasant to others by following her good example. The childminder plans and provides a good range of outings and activities for the children. She observes them, and makes a note of their progress and the things that particularly interest them. She selects activities that they will enjoy, including visits to the play-park for children who love to climb and play energetic games, visits to the library for those who are keen on books, and walks in the fresh air for all children. The childminder's system of observation and assessment are worthwhile but they are at an early stage. She has begun to add action photographs to her records which show what the children enjoy and achieve when they are with her.

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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