

Inspection report for early years provision

Unique reference number	EY407713
Inspection date	16/05/2011
Inspector	Elizabeth Mackey

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 aged five and three years. They live in a three bed roomed flat in Earlsfield, which is within the London borough of Wandsworth. They are located close to shops, parks, and public transport links. Children will have access to the whole of the flat apart from the main bedroom. There is a secure garden area that the childminder uses under very close supervision. The childminder is registered to care for a maximum of 2 children on the Early Years Register, of whom one may be under 12 months. She is currently child minding one child in the early years. The childminder is also registered on the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, stimulating, and caring environment. Policies and procedures underpin the childminders practice. A wide range of activities covering the six areas of learning are provided to meet children's interests and promote their development. Effective communication systems with parents are established. The childminder has recently started childminding and has not yet implemented a system for self evaluation. However, she is reflective of her practice and clearly identifies her strengths and areas for development within her provision.

What steps need to be taken to improve provision further?

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

- develop a system to support parental contributions to children's learning journals
- review policies and procedures to ensure they are individual to the management of the setting
- Develop the systems for self evaluation.

The effectiveness of leadership and management of the early years provision

Children play safely and the childminder successfully promotes their well-being. She has a sound understanding of her responsibility to safeguard children, and her policy is in line with Local Safeguarding Children's Board guidance and made available to parents. Policies and procedures are adopted from a National childminding organisation, and the childminder is in the process of personalising them. The childminder undertakes regular risk assessments to minimise the risk to children, both in the home and on outings. She ensures children are within her

sight and sound at all times. The childminder maintains accurate details of the children attending the setting; for example the record of attendance, and medication and accident records. All areas of the property are effectively organised to enable children to access resources, safely and easily. The childminder promotes children's understanding of how to keep themselves safe through close supervision and gentle reinforcement of the boundaries in place. The childminder updates her knowledge through attending relevant training; she has obtained a first aid qualification and she is booked to attend Safeguarding Training and Food Hygiene.

Children demonstrate an extremely strong sense of security in the setting. They enjoy a close, trusting relationship with the childminder. They are confident and self assured and they enjoy the independence of accessing the resources independently. The home is calm and there is good sense of fun; children are happy and settled. Children make very good progress in their language development. The childminder promotes this very well through ongoing dialogue with the children. The childminder is committed to equality and inclusion. She obtains information about children's cultural, religious, and personal backgrounds to ensure she is aware of their individual needs. Age appropriate resources reflect positive images of people from various cultural backgrounds.

The childminder is aware of the need to develop effective communication systems in the event of children attending other settings. The childminder works in partnership with parents and keeps them up to date. She maintains a communication book, which parents receive daily. It details information about the children's day; including a timetabled record of the activities enjoyed. This works well and supplements the daily verbal feedback. Parents have access to the weekly plan and their children's development records. There is not a system record for parental contributions to the development records. Parents are very happy with the care their children receive, they comment, "the childminder provides a loving, healthy and stimulating environment". The childminder is a reflective practitioner and she is aware of the strengths and any gaps in her service. A system for evaluation is not in place. The childminder has identified and booked future training for ongoing development and improvement of her childminding service.

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

Children enjoy a wide range of activities and experiences, including a daily outing. Activities are enhanced because the resources are stimulating, age appropriate and of good quality. The childminder demonstrates a secure knowledge of the learning and development requirements. She makes pertinent observations of the children's progress, which she clearly documents. From this, the childminder plans activities and experiences aimed to meet the individual needs of the children for the next steps in their learning journey. Planning is flexible to take account of the weather, and children's moods and wishes. The childminder has a very good knowledge of child development and the early learning goals. This enables her to recognise young children's competence and provide activities that offer sufficient challenge.

Children are making good progress in all areas of their development.

Children are extremely settled and enjoy a close relationship with the childminder and her family. They have very good communication skills and are able to make their needs known. They select a book from the wide range available and bring it to the childminder to read, settling on her lap she does so. The play area is child centred, welcoming, and comfortable with most resources stored at children's level. Children are able to explore and select resources independently from low-level storage and baskets on the floor, this helps to develop their autonomy and confidence. Children are reassured by the childminders consistent input and gentle approach. They are familiar with the routine, which is organised around their needs. Children recognise their own artwork, which the childminder proudly displays in the kitchen. They point to it, repeating the word car. This increases their sense of belonging and fosters self esteem. .

The childminder sits on the floor with the children and supports their play. She is attentive to them as they play; talking to them about what they are doing. Toddlers begin to develop an understanding of number names as they count the cars. They understand simple sentences and are able to use many single words. The childminder encourages them to explore and imitate sounds. Children copy the sounds heard during story time, such as the cats meow. Interaction between the childminder and the children is excellent. Close relationships are established and children are settled. The childminder is an advocate of outdoor play and daily outdoor play and activities are included in the routine. Children benefit from plenty of fresh air and physical activity, promoting their understanding of healthy life styles. Children enjoy visits to toddler groups and to the park. Their knowledge and understanding of the world is promoted through nature activities, such as planting sunflower seeds and watching the process of tadpoles becoming frogs. The childminder provides healthy home cooked meals, and children tuck into a healthy lunch of meatballs and root vegetable mash. Children have access to drinks at all times, so they remain hydrated. Children benefit from a good range of modern technology toys, such as a pretend microwave in the imaginative play area, and cars and a garage that make sounds, which encourages the children to repeat. This helps them progress in communication and technology from a early age which helps them to develop skills for the future. There is also a good range of natural materials, arts and crafts, and resources to facilitate imaginative development.

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	3
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	1
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

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