

Inspection report for early years provision

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Inspection date	09/06/2011
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.

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 1997. She lives with her husband and family in a house located in a residential road in the Tooting area of southwest London. The local authority is the London borough of Merton. There are two children in the childminder's family who are 11 and 21 years old respectively. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for no more than three children under eight years and all may be in the early years age group. At present she is minding one child aged two years who attends part time. The childminder's home is within walking distance of parks, local shops and public transport links. The whole of the ground floor and one bedroom on the first floor are used for childminding. There is an enclosed garden available for outdoor play. The childminder takes children on regular outings to parks and local amenities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed into the childminder's home and they are happy and safe in her care. Children are making good progress in their development and learning given their age and starting points. They enjoy free play, planned activities and outings to enjoy the company of other children and to broaden their knowledge and understanding of the wider world. The childminder works well with parents and she ensures that children's individual routines are followed and their needs are met overall. The childminder evaluates her service to children effectively overall. She is eager to meet the requirements of registration and she works hard to extend her knowledge and skills through ongoing training.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to gain independence
- develop further the links between observations and planning for children's next steps.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates in discussion that she has a good knowledge and understanding of safeguarding issues. Her training has raised her awareness of child protection matters and she has adopted a relevant policy and procedure document which she shares with parents at the time of registration. She knows what steps to take if she has concerns about the welfare of the children in her

care. The childminder conducts detailed risk assessments in her home and for each outing that she takes with the children. She takes steps to keep children safe including the use of a safety gate to prevent children from accessing the stairs.

The childminder has undertaken a useful self-evaluation exercise which has enabled her to identify her strengths and most areas for development. She has undertaken several worthwhile courses of training to update her knowledge of the requirements of the Statutory Framework for the Early Years Foundation Stage. Her training has helped her to meet all of the recommendations made at the time of the last inspection. She is eager to offer good provision for children and is very enthusiastic in her approach to securing ongoing improvement.

The childminder has a very good range of toys and resources for children at different ages and stages of development. She checks and washes them often to ensure that they are clean and in sound condition. She regularly changes the selection of toys that she offers to the children to maintain their interest. She arranges them at a low level so that the children can access them easily. The childminder finds out about children's home language and culture and she supports the development of their spoken English well. She involves children in activities linked to a range of celebrations including Eid, Diwali and Christmas. She shares her own language and culture with the children. She also takes the children out to meet and play with children and adults from diverse backgrounds.

In discussion the childminder expresses her willingness to work in partnership with other providers and with specialist advisors if there is a need. She has not, as yet, been called upon to support children with special educational needs and/or disabilities. However, she has attended a valuable training course to help her to recognise additional learning needs in the future.

The childminder has established a good working partnership with parents and carers. She shares her policy and procedure documents with them so that they understand her responsibilities. She displays important documents about her registration and insurance so they are well informed. She engages them in daily discussions about children's care and progress and she shares her written observations with them on a regular basis. Parents are invited to add their own comments to her observations and they confirm that they are happy with their child's progress and with the care and support that their children receive.

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

Children show that they feel safe in the way they accept cuddles and comfort from the childminder. They benefit from her kind, pleasant way of speaking to them. The childminder manages children's behaviour well. She talks to them when they are unhappy, for example, when they have to come indoors to avoid a rain shower. She distracts them with other activities and they are soon ready to play again. Children are learning to take turns and share with others at their playgroup and when they play with other childminders and their children.

Parents provide snacks and meals which the childminder sets out for the children in clean surroundings. She ensures that parental wishes are carefully met in relation to dietary matters. The childminder encourages children to take frequent sips of water throughout the day to maintain their hydration levels. The childminder is not wholly consistent in her approach to developing children's independence. They choose toys and activities that interest them and sometimes help to tidy them away but they have their hands washed and dried for them and they are not involved in activities such as learning to peel fruit or helping to set the table.

The childminder talks to the children as they play to help them to learn new words. She describes what they are doing and asks them questions to encourage them to express themselves. She mentions colour words and the names of animals and the sounds that they make and children respond with smiles and a range of different sounds. The childminder provides children with paper and crayons and they enjoy making marks which is an early step in learning to write. She shares books with them and they eagerly point to their favourite pictures. They play with fit in puzzles and have many toys with numbers and the childminder takes every opportunity to count out loud when they are jumping or looking at the fish in the tank outside. Children play with battery operated toys which include a toy laptop computer. They are well aware that pressing buttons will bring results. Children's activities, and the childminder's support, help them to develop skills for the future.

The childminder observes children's responses to their play and she identifies some relevant activities that will help them to take the next steps in their learning. Children take great pleasure in playing outside in the childminder's garden. They roll balls and run after them with much laughter, energy and enthusiasm. They enjoy playing on sit and ride toys and the childminder shows them how to push the pedals to make a tricycle run along. Children can touch and smell fragrant herbs outside including mint and chives and they see how fruit grows on the cherry tree and the apple tree. The childminder provides children with paint and papers to make pictures and they take part in sticking activities using a range of materials. Children go on walks and outings in the local area to learn about the world around them.

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	3
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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