

Inspection report for early years provision

Unique reference number	122834
Inspection date	20/06/2011
Inspector	Liz Coffey
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 registered in 1992. She lives with her husband in a maisonette in Tooting Bec, in the London borough of Wandsworth. The ground floor rooms, which include toilet facilities, are used for childminding purposes. The garden is not used for childminding; however, children regularly visit local parks and open spaces for outdoor play and exercise. Two dogs are kept as pets in the home. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years, of whom three may be in the early years age range, with one under a year at any one time. There is currently one child in the early years age group on roll. The childminder provides a flexible service offering care to children from both her home and the child's own home.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a generally safe, stimulating, inclusive environment. She has drawn up and implemented policies and procedures that underpin her service but is unaware of a specific legal requirement relating to children's welfare. The childminder provides a wide range of activities that meet children's interests and promote their learning and development. There are effective systems in place to ensure daily communication with parents with regard to children's individual needs and their learning. The childminder reflects on her practice suitably overall and has taken steps to identify the strengths and some weakness of her provision. She is keen to further develop her service, so overall, demonstrates appropriate capacity to improve.

What steps need to be taken to improve provision further?

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

- develop systems of self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder promotes children's safety and welfare. She has devised written policies and procedures which she shares with parents. Appropriate referral details

are in place and the childminder is aware of the procedures she would follow if she has any safeguarding concerns. The childminder demonstrates her ambition to improve her practice by updating her knowledge through attending training courses such as run by her local authority early years department.

Areas used by the children are well laid out to enable them to move about freely and safely. Resources are stored effectively to enable children to self-select from a good range of activities. Risk assessments for the home and outings identify potential hazards that children may be exposed to. The childminder takes appropriate action to protect children from danger; however, she lacks knowledge of the specific legal requirement to notify Ofsted of a serious accident to a child in her care. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action.

Children demonstrate a strong sense of belonging in the setting and readily approach the childminder for help or reassurance. All children and their families are welcomed and valued, so she knows their varying backgrounds well, which helps her meet children's individual needs. The childminder has effective communication systems to enhance her partnership with parents. She works closely with other settings and agencies that may be involved in children's care and education, in order to ensure shared goals and continuity of care for all children. The childminder reflects on her practice identifying some of her strengths and weaknesses but has overlooked a specific legal requirement.

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

Children benefit from a good range of resources, experiences and activities. The childminder is well organised and demonstrates a secure knowledge of the learning and development requirements. Activities are well-planned; the childminder is resourceful and has a wealth of good ideas to engage and challenge children. Children have their own individual folders in which written and photographic observations of their achievements and development, including samples of their art work, are collated and shared with parents. These are linked to the expectations of the early learning goals and used to plan for next steps in individual children's learning. Parents comment that the childminder's knowledge of children's needs is 'exceptionally high' and that their children are kept 'safe, loved and entertained'.

Children are settled and eagerly engage in the wide range of activities available. They participate well and are enthusiastic, keen learners. The childminder demonstrates a good understanding of the children as individuals and provides activities accordingly, so they offer appropriate challenge. Children are able to explore and select resources independently. Children benefit from a welcoming environment where very good relationships with the childminder are established. As a result, children feel safe and secure in the childminder's care; however, weaknesses in her systems affect the childminder's ability to keep children

completely safe. They are aware of the expectations and boundaries in place and they are extremely capable of making their needs known.

The childminder gives meaningful praise and encouragement to children. Their efforts are acknowledged and their achievements celebrated. Children are polite and well behaved and the childminder acts as a good role model for the children saying 'please' and 'thank you' and encouraging them to do the same. Children's individual personalities and likes and dislikes are acknowledged and valued. This builds children's self-esteem and confidence well. As a result, children make good progress in their personal, social and emotional development. Children enjoy healthy nutritious meals and the childminder encourages healthy eating talking with the children about why they need healthy foods. Children's personal care needs, such as sleeping, nappy changing and toilet training, where applicable, are discussed with parents and the childminder adapts her routine to support the children's individual needs.

Daily outdoor play and activities are included in the routine and children benefit from plenty of fresh air and physical activity, promoting their understanding of healthy life styles. Although the back garden of the childminder's home is not used for childminding purposes, children regularly visit parks and playgrounds with the childminder where they can exercise and develop their coordination and balance as they play on the swings, slides and fixed climbing equipment. Very good use is made of local resources such as children's centres, libraries and toddler groups. Here children can participate in additional creative and group activities and develop their social skills as they mix with a wider group of children and their carers.

Children develop very good communication skills as the childminder listens to them and talks to them asking questions that help to extend their vocabulary and conversation skills. They learn about keeping themselves safe as they complete puzzles and word games linked to road safety awareness. Children enjoy a wealth of creative activities such as painting, playdough and making collages and junk models using a range of materials. Overall, children develop very good skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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
--	---

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	3
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:

- childminders and home childcarers must inform Ofsted of any serious accident to any child while receiving childcare. (Matters affecting the welfare of children)(also applies to the voluntary part of the Childcare Register) 04/07/2011

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:

- take action as specified on the compulsory part of the Childcare Register (Matters affecting the welfare of children) 04/07/2011