

Inspection report for early years provision

Unique reference number	EY419394
Inspection date	13/07/2011
Inspector	Ann Moss
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 2010. She lives with her husband and one child who is aged nine years, in the London Borough of Merton. The whole ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The childminder has a cat and gold fish as pets.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years at any one time; of these no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers before and after school care to children aged over five years to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make generally good progress in their learning and development and their needs are met. The childminder runs an inclusive practice and all children are valued as individuals regardless of background or ability. Children's well-being is central to the practice, and children are treated as individuals. The childminder shows a strong commitment to continually improving her childcare provision in order to improve outcomes for children. Ongoing reviewing of practices and action plans in place help the childminder make and sustain improvements.

What steps need to be taken to improve provision further?

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

- foster children's good health through appropriate and effective hand washing procedures
- match observations to the expectations of the early learning goals to monitor children's progress and encourage more parental involvement in children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has devised a range of well implemented policies and procedures to promote their welfare, which are shared and understood by parents. For example, the childminder has attended a training course on child protection and effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. The childminder is mindful of security and safety, ensuring that clear

procedures are followed within the setting and when out on outings such as securing the premises and keeping children close by. The environment in which children are cared for is safe and supportive because the childminder completes written risk assessment and daily checks to minimise any hazards.

Children learn to be safety conscious through the childminder's clear explanations and show an understanding of how to keep themselves safe as they sit securely on a dining chair. The childminder has completed a recognised first aid course, therefore, is able to deal with minor accidents quickly. Effective systems are in place for the recording and sharing of information about any accidents and/or medicine administered, with parents. These measures help to promote children's welfare. However, the childminder does not fully protect children from cross infection, as the practice of hand washing before eating and after visiting the toilet is inconsistent.

The childminder organises her home so that the children have access to a variety of good quality resources and play materials to support their learning and development. Children have daily opportunities to explore indoor and outdoor space to enhance their all round development. The childminder shows a strong commitment to promoting an understanding of the diversity of people within our community and in the wider world. For example, children learn to value and celebrate differences through their outings, positive discussions and effective resources. The experiences on offer are equally available to all children and positively reflect their own experiences and backgrounds.

The partnership with parents and carers is highly positive and relationships are well-established ensuring that each child's needs are met. The parents are kept well informed about their children's achievements, well-being and development. However, the strategies to support their learning by sharing information about the achievements parents observe at home are still developing. This has an impact on the quality of assessment and planning for children 'next steps'. The childminder has established channels of communication with other child care providers supporting individual children in her care. This ensures information is regularly shared and used to promote children's achievements and well-being, and provide consistency in care.

The childminder continually self-evaluates her practice and makes an accurate diagnosis of her strengths and weakness of the early year's provision. She has clearly identified actions to be taken such as training which will ultimately improve outcome for children.

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

Children show that they are happy and feel safe with the childminder through their close interaction with her. They make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future such as sharing and working co-operatively with other

children. They are motivated and interested in a broad range of activities and take responsibility for choosing what they want to do, both indoors and out. The childminder has used their starting points well to ensure she plans and provides a stimulating range of activities based on their needs. The childminder regularly observes the children at play and uses the information gained to assess their development and plan further activities to support their interests and continuing good progress towards the early learning goals.

Children show good fine motor skills as they construct with small bricks. They learn about cause and effect and laugh with delight as they knock down the tower they have built. Good use of mathematical language such as 'more' and counting 1, 2, and 3 enhance children's understanding of number and measuring. Children's language, communication and literacy skills are well promoted through the good use of books that engage their changing interests such as dinosaurs. Children learn to express themselves and be creative through a wide variety of activities such as role play, art and craft, all designed to promote their confidence and self-esteem. Children have access to programmable and push button toys to enhance their understanding of technology.

Children are encouraged to play alongside, and with, each other, sharing and to cooperate with each other through play. They benefit greatly from fresh air and exercise as they regularly play outdoors in the extremely well equipped garden that offers a range of challenges to build on their physical skills. They also learn and promote risk taking such as climbing the cargo net. The childminder promotes exercise as fun, encouraging children to participate in physical activities. She also promotes healthy lifestyles through planned nutritious meals and snacks such as fresh fruit. Regular drinks are made available to prevent children from getting thirsty, especially in warm weather.

The childminder provides a good, inclusive child care service where all children are made to feel welcomed and valued. She strives to support all the children in her care to achieve and to have fun through play.

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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