

Inspection report for early years provision

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Inspection date	20/07/2011
Inspector	Lindsay Farenden
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 1980. She lives with her adult daughter and two of her grandchildren aged one year and two years. They live in a first floor flat near Clapham Junction in the London borough of Wandsworth. The lounge and one bedroom of the childminder's home is used for childminding. There is a children's playground area and a communal garden available nearby for supervised outdoor play. The family has a pet cat.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is satisfactory. The childminder provides a welcoming environment and works closely with parents to ensure continuity of care. Overall children's individuality is recognised and nurtured by the childminder who has a secure knowledge of their individual needs, interests and abilities. She has developed an understanding of the learning and development requirements of the Early Years Foundation Stage and interacts appropriately with children to extend their learning. The childminder has a sound relationship with parents and daily feedback provides continuity of care for children, although children's records of observations are not currently shared with them. The childminder understands the need to work with other settings children attend. She has started use self evaluation to reflect on her practice and is keen to attend further training to develop her knowledge of current child care practices.

What steps need to be taken to improve provision further?

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

- develop further knowledge of observation and assessment, and share records with parents
- develop further opportunities for children to learn about different cultural festivals
- develop further use of self-evaluation to evaluate strengths and areas of improvement to continually improve outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder places a strong emphasis on safeguarding children. She has a good knowledge of the signs of abuse and is aware of the procedures to follow if she concerns about a child's welfare. Adults living in the home have all been fully vetted to ensure they are suitable to be around children. All visitors are monitored as they sign in and out of the home. The childminder supervises children closely. Comprehensive risk assessments have been undertaken for inside the home and for each individual outing to ensure children are safe at all times. The required fire safety equipment is in place. The childminder practices fire drills regularly with the children, so they are aware of what to do and how to behave in an emergency. The childminder has reviewed her policies and procedures to promote children's safety and welfare, and these are shared with parents. The childminder supports children's growing knowledge about keeping themselves safe as she teaches them to use the stairs appropriately and about road safety. The required documentation and parental consents are in place to support children welfare and safety.

Children have access to a range of play resources, which the childminder rotates throughout the day, so to retain challenge and interest for the children. The childminder provides an inclusive service and has a positive attitude to caring for children with special educational needs and or disabilities. She provides a range of play resources which reflect positive images of the diversity of people within the community. However the children have few opportunities to learn about any cultural or religious celebrations which may be different from their own. The childminder has a suitable understanding of the importance of working with other child care providers to ensure continuity of learning and care. Parents are kept well informed of their child's day through discussions with the childminder, as well as being provided with a daily diary with details of their child's care routines and activities they have enjoyed. All required parental consents have been obtained. Results from the parent's questionnaires show they are happy with childminding service provided.

The childminder has worked hard to meet the actions and recommendations at the last inspection. She recognises her strengths and identifies areas for future improvement. She acknowledges her need to continue to improve her childminding practice through attending training courses to improve her own knowledge and skills and thereby improve the outcomes for children in her care.

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

Children are happy and settled in the homely environment created by the childminder. The childminder spends most of her time sitting at the children's level, interacting and playing with them, giving them all her attention, which in turn ensures they are suitably occupied and feel safe in her care. Children are

beginning to learn social skills such as sharing, because the childminder reinforces this whilst they play with their friends. Distraction and redirection are the main forms of behaviour management used, as is age appropriate for the children concerned.

The childminder is beginning to develop a system for assessing children's progress and planning activities to support children in their next stage of developing. As yet these are not currently shared with the parents, so they are not able compliment children's learning at home if they wish. Children are making progress in their learning because the childminder has a developed an understanding of the Early Years Foundation Stage. She naturally encourages children's learning as they play speaking to them about numbers, size, and shape. The childminder supports their problem solving skills because she encourages them to set up the train tracks and to put the correct puzzle pieces into the slot. They are beginning to learn about technology as they investigate toys that require them to press and turn buttons. Children early language skills are developing as they enjoy looking at books and having stories read to them. They laugh with glee when the childminder sings action songs with them, such as 'round and round the garden'. Children are taken to the local 'one clock club' regularly where they can access painting and other creative activities and play on wheeled toys.

The childminder encourages a healthy lifestyle by providing a well-balanced diet which includes fresh fruit and vegetables daily and homemade meals. Children are beginning to learn simple good hygiene routines as the childminder wipes their hands before they eat. She carries out appropriate hygiene procedures. Children's health is protected because the childminder has a suitable first aid box in place and has gained an up-to-date qualification in paediatric first aid and has obtained parental permission to seek emergency medical advice or treatment.

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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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