

Inspection report for early years provision

Unique reference number	EY420768
Inspection date	27/07/2011
Inspector	Christine Stimson
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 February 2011 and lives with her sister in a house in Raynes Park, which is in the London borough of Merton. The premises is located close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for three children in this age group on a part time basis. She also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from the local school and nursery attends the library and visits parks on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident within the childminder's secure home and are making good progress towards the early learning goals. The childminder liaises with parents to establish children's starting points in relation to their care, but does not find out about children's interest and abilities. The childminder is committed to continuous improvement and demonstrates this by embracing training opportunities. Most regulatory documentation is in place; however, the childminder has overlooked the need to obtain written permission from parents prior to the administration of medicine

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain written permission from parents before administering medication to children 11/08/2011

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

- develop observations and assessments to identify learning priorities to plan relevant and motivating learning experiences for each child
- improve the two-way flow of information relating to each child's experience at home to support the starting points for their learning
- help children become aware of and explore and question the differences in

gender, ethnicity culture, disability issues.

The effectiveness of leadership and management of the early years provision

The childminder conducts written risk assessments for the indoor and outdoor areas of her home to ensure children are cared for in a safe environment. She also makes sure she risk assesses venues prior to taking children on outings. The childminder has a good knowledge of child protection issues and knows what action she must take if she has a concern about a child in her care. The local guidelines for safeguarding are kept on site, along with children's services contact numbers for referral. The childminder has attended a safeguarding course in the past and has booked another course to update her knowledge. The childminder maintains medication records for children, but on one occasion did not ask parents to give written consent prior to administration; this is a breach of regulations. Children learn to keep themselves safe in the childminder's care as they take part in regular evacuation procedures and a detailed record of these is kept.

The childminder supports children as they play and their welfare needs are fully met. She promotes inclusion through her partnership with parents and has developed friendly and professional relationships with all the parents she works for. None of the children attending currently use other childcare providers, but the childminder is aware, if this changes, she will need to make links with them to ensure continuity of care and learning. A daily diary is exchanged between the childminder and parents detailing how children's personal needs are met and outlining the activities children have taken part in. The childminder has a good rapport with parents and time is spent at the end of sessions relaying information to each other; this ensures continuity of care. The childminder finds out information from parents, at the time of placement, so she can meet children's welfare needs. However, she does not find out about children's interests and abilities to help her build on what they already know and can do. The childminder promotes equality and diversity in her setting by allowing children equal access to her resources. All children are treated with equal concern. The childminder strives for improvement by embracing training opportunities and has started to evaluate her practice by identifying her strengths and looking at areas for improvement.

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

Children initiate a lot of their own play as they have access to resources that are plentiful, age and stage appropriate and kept in pictured and labelled storage boxes at child height. However, very few toys are available that reflect diversity. Children take toys to the childminder to share their play experiences and are greeted with enthusiasm. Children enjoy their time with the childminder, interacting with her as they play and are eager to take part in activities suggested by the childminder. For example, a child asks for a book saying 'Old McDonald' to the childminder. The childminder goes through the books and asks is it this one

several times, with the child saying no until the correct book is reached. The childminder has a tray of farm animals on the floor and as they go through the illustrated rhyme book the child is urged to find the animals she can see on the pages. She selects these and puts them near the book as the rhyme unfolds.

Children turn to the childminder for comfort when tired and although they fight sleep the childminder suggests they sit on the sofa and read a book. This helps children relax and get comfortable as they snuggle up to the childminder, listening and participating in the familiar story. Children are given small responsibilities whilst in the childminder's care, like picking up toys before moving onto other activities. Explanations are offered, telling children this will prevent them tripping over and hurting themselves. The childminder has a computer in the corner of the playroom and young children are able to switch this on and move the mouse round as a start to their simple technology skills. Children's work in their folders and on the walls show they have opportunities to draw, paint and mark make whilst in the care of the childminder. She takes children to lots of places where they use equipment to help develop their physical skills. Photos show children bouncing on a trampoline in another childminder's garden during a play day, taking part in an obstacle course set up in the playroom and children make good use of the equipment the childminder has in her garden. For example, a child shows off her skills of climbing up the ladder of the slide, supervised by the childminder who counts the steps with her as she climbs. The child is confident to come down the slide and a game is played whereby the childminder says red light stop, green light go. This is then extended into a game in the garden where the child runs around obeying instructions to stop and go. The childminder said this game helps enforce safety for children when they are out and about. Children love to do puzzles whilst in the childminder's care and several help children with their numbers and ability to put things in order. For example, children do puzzles to make the numbers on a clock. They also have puzzles that when pieces are put in the right order a song of a familiar nursery rhyme is played. Children sit with the childminder on the floor doing these and really enjoy the challenge.

The childminder plans activities for children as a group on a monthly basis. The planning is in each child's folder and shows the area of learning to be covered and the activities children will be doing. The childminder has a further sheet labelled 'Child's progress' and this shows the six areas of learning and the childminder's observations conducted on individual children over the week to monitor their progress. The observations indicate the child's abilities during the activities and each child has their next steps noted. However, it is not clear how the childminder uses the next steps notes in planning future activities for individual children.

Children are learning good hygiene procedures by following routines of hand washing at appropriate times, using individual towels to dry their hands and faces. This helps minimise the risk of cross infection. Children are gaining an early understanding about what contributes to being healthy through daily exercise either indoors or in parks and playgrounds. They have home cooked food provided by the childminder or their parents, with healthy snacks of fruit across the day. Children have their beakers frequently refreshed with water to ensure they do not become dehydrated. On local outings the childminder makes children aware of the dangers of cars on the roads and teaches children to cross the roads by making

sure they hold hands, look, listen and become aware of the green and red lights at crossings. Children make a positive contribution to the childminder's setting as they are well behaved, cooperative and are learning to share and take turns. Children are being prepared for their transition to nursery and school by developing useful 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?	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:

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:

- take action as shown in the early years section 11/08/2011

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 shown in the early years section 11/08/2011