

Inspection report for early years provision

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Inspection date	01/07/2011
Inspector	Josephine Geoghegan
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 has been registered since 1992 and lives in the Raynes Park area of the London Borough of Merton with her two children who are both young adults. Children have access to the whole of the ground floor of the home and there is an enclosed rear garden available for outdoor play. 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 four children under eight, of these not more than three may be in the early years age range. She is currently caring for two children in the early years age range who are both under three years old; one child is learning English as an additional language. The childminder does not provide overnight care or employ an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows a strong capacity to maintain continuous improvement and develop the quality of her service. She has established methods of self evaluation and keeps up to date with current practice through regular training courses with the local authority. Overall, the needs of all children in the Early Years Foundation stage are met effectively as the childminder provides a good range of activities and outings that promote all areas of learning. She follows children's interests and supports them well during play; as a result children are happy and settled in the childminders care. Good systems are in place to assess children's progress, although methods of showing clear links between all observations and the area of learning are less well established. Children's welfare is promoted well as the childminder successfully implements a broad range of policies and procedures that reflect the requirements of the Early Years Foundation stage.

What steps need to be taken to improve provision further?

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

- develop the methods of assessing children's progress so that clearer links are shown between the observations and the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

Good systems are in place to help safeguard children and protect them from harm as the childminder has attended relevant training. She keeps a variety of policies and relevant documents easily accessible so that she is able to take prompt action if she has any concerns regarding children's welfare. The childminder ensures

appropriate vetting checks are completed for all adult household members regarding their suitability to be with children. All required documentation is in place, providing a clear track record of children's individual details, their attendance and any accidents or medication administered; this helps to safeguard their welfare. The childminder shows high regard to promoting safety within the home. She has appropriate equipment in place to promote children's safety and conducts risk assessments of the home and prior to outings.

The childminder knows the children well and ensures all details are recorded regarding their individual needs and routines. The childminder has attended relevant training regarding supporting children who are learning English as an additional language. She has devised a range of policies that promote equality and diversity. Children are supported well in learning about the community in which they live through regular local outings in the environment and to a range of children's groups. They participate in a variety of activities that help them learn about cultures and beliefs and use a range of resources that promote equality. Engagement with parents is strong as the childminder promotes good communication by using a daily diary to record all events of the day. She encourages parents to add comments to the diary and to the children's weekly record sheets; this promotes consistency of care and keeps parents well informed about their children's progress. Parents report that their children are happy in the childminder's care and that they are always busy enjoying the activities and outside play. The childminder shows an awareness of working in partnership with other agencies and liaising with parents to ensure children's individual needs are catered for.

The childminder shows a strong commitment to driving improvement as she has met all recommendations raised at the last inspection. She has made a good start in evaluating all aspects of her service and clearly identifies her own training needs. She has attended a broad variety of courses since the last inspection, extending her knowledge of childcare and education. Deployment of resources is effective as the childminder ensures that her home and resources are well organised along with the time that children attend; this ensures that they are provided with a good range of activities and outings that promote all areas of learning.

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

Children benefit from a clean, bright and well maintained learning environment where toys and books are well organised at low level baskets; as a result, children are able to follow their own interests and select resources independently. Children have access to a variety of good quality toys and books that reflect their age and abilities along with appropriate child sized furniture and equipment. Children are able to move freely and safely as the childminder ensures the play space is clear.

Children are supported well in adopting healthy lifestyles as they participate in free-flow indoor and outside play. They enjoy using the variety of wheeled toys in

the garden, helping them to develop their physical control while gaining exercise and fresh air. Children make healthy choices at meal times regarding the amount of food that they would like to eat. They also show a good awareness of the needs of their own bodies by informing the childminder when they are ready to have a nap after lunch. They learn about good hygiene practice through well established routines with the childminder, such as appropriate hand washing. The childminder shows high regard to maintaining good food safety standards. For example, she uses the documentation from the food standards agency to review her practice and ensures that all meals provided by the parents are stored and re-heated appropriately. In addition, children's good health is also promoted well as the childminder holds a current first aid qualification and has appropriate procedures regarding any accidents, medication or illness.

Children are provided with a good balance of learning opportunities as the childminder plans a good range of activities and outings that reflect all areas of learning. The childminder has developed good methods of assessing children's progress. She makes consistent observations of children during play which are supported by photos and samples of their creative work; she then links these observations to the expectations of the early learning goals. Although this aspect is less well established as the main area of learning that the observation relates to is not always clear. The childminder uses her assessments to then plan children's next learning steps and keeps a weekly record of the activities that they have participated in; this enables her to ensure that activities and outings reflect all areas of learning. Overall, children's assessments show a good track record of their progress from the time they began with the childminder to date.

Children are supported well during play as the childminder provides high levels of purposeful interaction. For example, she sits on the floor with children and responds well to their needs; she encourages them to explore and extend their learning and also demonstrates the use of some toys as needed. She holds children's attention well and extends their learning through relevant questions. Children are well behaved and respond well to the daily routines. They show a sense of responsibility as they willingly help to tidy away toys after use; this enables them to make a positive contribution to their learning environment. Children show good relationships with the childminder. For example, they freely approach the childminder, engaging in conversations and letting her know their needs. They also enjoy lots of hugs from the childminder and show good relationships with her family; this helps children feel safe and secure in their learning environment.

Children have good opportunities to enjoy, achieve and develop their skills for the future. The childminder is an active member of the local children's centre and ensures children attend the variety of groups held there on a regular basis. This enables children to socialise and engage in a broad range of activities. Children develop their creative skills as they engage in a variety of art, craft and malleable activities. They are supported well in learning about number as the childminder counts with them during play. They show good problem solving skills as they use a variety of puzzles and construction sets effectively. Children make purposeful marks while drawing on the magnetic board. Their language skills are enhanced as the childminder engages them in conversations about their play and events of the

day. In addition, they enjoy sharing books with the childminder and regularly attend the library.

Children are able to explore textures as they use the sand tray with a variety of accessories. They show an awareness of technology as they use operational toys with confidence; for example, while using the ambulance and small people set they know to press the buttons that make the ambulance and accessory gadgets work that make the lights and sounds. Children play imaginatively while using this ambulance set, enabling them to re-enact real life experiences.

Children use a variety of toys in the garden that promote their physical skills, such as space hoppers, scooters, balls and a low level trampoline. They also participate in regular outings to the park where they run around and use more challenging equipment that help develop their physical control. The childminder is an enthusiastic gardener and children learn about nature and living things as they help to care for the plants and grow their own sunflowers for example.

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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