

Inspection report for early years provision

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Inspection date	22/08/2011
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 has been registered since 2010. She lives with partner and two year old daughter in a residential area of the London borough of Sutton. The home is within walking distance of shops, schools and parks.

The environment is spacious and well organised, allowing children to move around safely, freely and independently. The whole of the ground floor maisonette is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than three children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently four children in the early years age group on roll, who attend on various days. The childminder also provides care for one child over the age of eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children relish their time in this very child-centred childminding setting. She provides highly effective care and learning opportunities to promote their emotional, social and intellectual capabilities. Children's individuality is respected and valued by the childminder who has a good knowledge of each child's individual needs, interests and abilities. Very close working relationships with the parents ensure excellent continuity of care. The childminder works with others provision that children attend. Careful thought is put into reflecting on the childminding service through self-evaluation. The childminder constantly strives to enhance the experiences of the children in her care.

What steps need to be taken to improve provision further?

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

- develop further the liaison with other provisions that children attend to further complement the education that children receive in the childminding setting.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding children within the setting. The childminder has a clear understanding of her duty to protect children in her care, and of the procedures to follow should she have concerns about their safety and welfare. Adults living in the home have been fully vetted to ensure they are suitable to be in the presence of children. High consideration is given to ensure children are safe at all times. Comprehensive risk assessments have been undertaken for in the home and for each individual outing children are taken on. Fire safety equipment is in place. The childminder carries out regular fire drills so children can be evacuated from the home quickly and safely in the event of an emergency. Children learn to keep themselves safe as the childminder teaches them about road safety and explains to them why they must only eat food whilst sitting down. A wide range of written policies and procedures are shared with parents, which guide the childminder in her daily practice to promote children's health, safety and welfare.

The childminder devotes herself to the children when they are present and clearly enjoys her role. Excellent use is made of space and children move freely around the childminding environment. There is an excellent range of toys and play resources. These are very well organised and displayed so children are able to make independent choices of what they would like to play with.

Children are highly respected as individuals and the childminder provides a fully inclusive provision for all children. The childminder provides excellent support to children who speak English as an additional language. Consequently, they are making excellent progress in speaking and understanding of English. The childminder demonstrates a very positive attitude to caring for children with special educational needs and/or disabilities, and is keen to attend training in this area. Children access a good range of toys and books in everyday play that reflect diversity.

The partnership with parents contributes significantly to ensure continuity of care, and ensures children's needs are very well met. Right from the start, the childminder builds very positive relationships with the parents, encouraging them to share information about their child's care needs, interests and stage of development. Parents are given excellent feedback about their child's day, both verbally and through a daily written diary. Photographs show how much children enjoy activities and outings, and enable all special moments to be shared with their families. Letters from parents at the time of the inspection show they think extremely highly of the childminder, as well as how much their children thoroughly enjoy attending the setting. The childminder liaises with other early years provisions that children attend. This benefits their care and welfare requirements and some information is gained to enhance children's learning.

Systems for evaluating the provision have been established by the childminder. She is keen to attend further training and has identified areas she wishes to

develop to continually promote better outcomes for children.

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

Children are very happy and content within the relaxed childminding environment. Children feel safe and secure due to their needs being met and the excellent attention they receive from the childminder. She takes time to listen to what children say and encourages their language skills and understanding with comments and simple questions. Children behave very well because they are enjoying their play and are well occupied.

The outdoor area is particularly welcoming for children with resources and activities extremely well set out in order to enhance children's learning through play. Children enjoy many creative activities as they spend a long time using glue to make their own unique pictures. Children have a vast range of opportunities to make marks using various materials during art activities. They show increasing levels of concentration as they use drawing materials to make prints using ink pads. They show great pleasure in moulding dough and playing at the sand tray. Children use their imaginations very well as they take dolls for walks in the play wheel chair. They have enormous fun pretending they are going camping in the play tent in the garden. Children regularly visit the library to enhance their interest in books. Regular outings to toddler groups help develop children's social skills and further support their development as activities encompass the six areas of learning. The children enjoy an exceptional variety of outings that develop their knowledge and interests, including trips to museums, the butterfly house, lavender growing fields and fishing with nets.

The childminder provides many exciting and stimulating experiences for children both in and outside of her home. Each child has their own learning journal in which the childminder records highly worthwhile observations of children at play. These are skilfully evaluated and used to plan each individual child's next step of learning and development. Activity planning is very thorough, taking into account individual children's development and interests. This helps children to make excellent progress in relation to their starting points.

Children develop a very good awareness of what constitutes a healthy lifestyle. The childminder reminds them to wash their hands before eating, and children have individual towels to prevent the spread of infection. Children enjoy a wide range of opportunities to develop their physical skills, as they play on ride-wheeled toys in the garden and visit various parks with climbing apparatus. Children are provided with very nutritious and healthy meals, which are home cooked using fresh ingredients. They develop an excellent awareness of healthy foods as they taste vegetables that they have helped to grow in the childminder's garden. They get enormous pleasure from picking blackberries in fields, and then bring them back to make fruit buns with them. The childminder has a well stocked first aid box and holds a current first aid certificate, which ensures that any accidents are dealt with in a prompt manner. The childminder provides children with very

clean areas for rest and play. Children to learn the importance of protecting themselves in the sun as the childminder explains to them why they need to wear hats and have sun cream applied.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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