

Inspection report for early years provision

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Inspection date	16/09/2011
Inspector	Rebecca Hurst
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 1994. She lives with her husband and one adult child. They live in a house in Merton Park in the London borough of Merton, close to local school, shops and park.

The childminder may care for no more than six children under eight years, of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. When working with an assistant, she may care for no more than six children under eight years, of these, not more than three may be in the early years age group, and of these, not more than two may be under one year at any one time. There are currently three children on roll, all of whom are in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The whole of the ground floor of the home is used for childminding. Children have access to an enclosed garden area for outdoor play. The childminder drops off and picks children up from the local school and regularly visits a local toddler group and parks with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which they learn and develop at a good pace. The childminder's knowledge and skills help to provide children with a good range of activities which encourage them to become clear and critical thinkers and to extend their learning. Records are generally well maintained and help to aid monitoring the effectiveness of the provision. The childminder understands the importance of evaluating her provision to improve the services it provides to the children and to the parents.

What steps need to be taken to improve provision further?

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

- record in a fire log book, the details of any problems encountered during fire drills and how they were resolved
- increase the provision for mark making to enable the children to have daily access to these resources whilst in the setting

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and how to safeguard the children in her care. Clear risk assessments are in place for all areas of the home and for all outings the children participate in. This enables the children to be cared for in a safe environment. Fire drills are regularly carried out, however, currently the details of any problems encountered during fire drills and how they were resolved are not recorded or evaluated. As a result, there are missed opportunities to fully enhance the fire drills.

Resources are of a high quality and support the children's learning and development well. The children's outcomes can clearly be attributed to the excellent use of resources and how the childminder conducts the activities. The childminder is fully aware of the children's backgrounds. She is starting to use this information in planning activities to teach the children about different festivals and celebrations from around the world. The childminder is proactive in attending regular training sessions which keep herself up-to-date with any changes to legislation and how to plan and observe the children.

The childminder evaluates her provision well. She works with the parents to ensure her practice is to the best of her abilities. The childminder is able to clearly highlight her strengths and any areas she wishes to improve upon. The childminder has plans in place on how she will work on these areas for them to become strengths. As a result, the provision is responsive to its users. The childminder works well with the parents and shares information with them regarding their children's learning and development. The childminder is highly committed to working in partnership with other settings the children attend. The childminder is proactive in sharing information with the local schools and nurseries and complements the planning and activities the children carry out when they attend these settings. These enable excellent continuity of care for the children.

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

The children are happy and settled whilst in the care of the childminder. They happily explain what toys they are playing with and show good levels of self esteem and confidence. The childminder is at hand to offer cuddles when children get tired which further enhances the children's confidence. The children receive a healthy and balanced diet whilst they attend the childminder's. She prepares freshly prepared meals for them. The children have daily access to physical activities either in the childminders well stocked garden or through trips to the local soft play areas. Children are also protected from cross contamination and infection as they play in a hygienically clean home. This enhances the children's health and well being.

Written observations are shared with the parents and are used to future plan to

progress the children's learning and development. The childminder links all observations with the areas of learning so she can see what areas she needs to work on. Given the children's starting points when they first started, they are all making good progress. There are missed opportunities to fully enhance the children's mark making skills as these resources are not readily available on a daily basis within the home environment. The childminder is consistent in her approach to behaviour management and given the children's ages and stages of development they are well behaved.

Children feel safe in the company of the childminder through the good use of safety equipment such as stair gates and the good supervision when the children move around the home. The childminder's good use of asking questions allows the children to develop good language skills, which aids their skills for the future. Children enjoy playing with large cars and they happily talk about these with the childminder. Children enjoy playing football in the garden and they show great pride in running and kicking the ball towards the childminder. This enables the children to develop their physical development and co-ordination.

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	1
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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