

Inspection report for early years provision

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| Unique reference number | 122993 |
| Inspection date | 12/09/2011 |
| 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.

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Description of the childminding

The childminder registered in February 1999 and works with another childminder. She lives with her husband and three children aged 15, four and two years. The family live in a residential road in Tooting, in the London borough of Merton. The childminder's home is close to shops, schools and the local common. The ground floor is used for childminding. The childminder has a pet cat.

When working alone, the childminder is registered to care for a maximum of four children under eight years at any one, and of these one may be in the early years age range. When working with another childminder they may care for a maximum of seven children under eight years at any one time, and of these, four may be in the early years age range. The childminder also offers care to children aged five 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 attends several toddler venues on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning overall, as the childminder provides opportunities for them to take part in a variety of activities. The childminder strives for personal and professional development by attending training opportunities whenever possible. She evaluates her practice to improve the quality of the provision and regularly involves parents and seeks their views. In addition, the childminder has met the recommendations made at her last inspection, demonstrating a commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- improve planning to ensure activities, observations and assessments link to all areas of learning
- develop further the use of observations and assessment to plan the next steps for each child's developmental progress

The effectiveness of leadership and management of the early years provision

Children play in a safe environment where they are happy and settled. Risk assessments are carried out daily, including all areas used by children in the home and are in place for all outings. This ensures children play in a safe environment. The childminder has attended a safeguarding course and has a good understanding of child protection issues. She is secure in how she will proceed if she has concerns about a child in her care. The childminder maintains all required documentation to help further safeguard children. She has an evacuation procedure for her home and this has been practised with children to help them learn how to leave the premises quickly and safely in an emergency.

The childminder has attended a number training courses to help develop her practice and improve outcomes for children. She intends to continue training to help continuous improvement of the provision. The childminder encourages child-initiated play by providing children with a wide range of colourful, age appropriate toys, set out to encourage independence. Their understanding of the wider world is supported by toys that positively reflect diversity. For example, play figures depict people who have disabilities. Dolls, books and other play figures children use as part of their integral play, reflect people from a variety of cultures.

The childminder has established friendly and professional relationships with parents and time is spent chatting with them at the end of sessions about how their child's day has been. Inclusive practice is promoted as the childminder provides a contact book between her and the parents she works for. The childminder has a number of policies and procedures relating to her practice and these are shared with parents when children first start in her care. Parents are invited to sign a form to show these have been read and understood. There are currently no children who attend other early years settings or are supported by other professionals. However, the childminder understands links must be made with others if children have shared care or need outside agency assistance. The childminder evaluates her practice by asking parents to contribute to her evaluations by finding out what children are learning at home. This is done at a fortnightly meeting with the parents. Good progress has been made since the last inspection and the childminder has addressed all the recommendations set.

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

Children are helped to feel secure in the childminder's home because they are treated with kindness and consideration. They make good progress in their learning and the childminder observes their progress. In their planning and development records are details of activities they have participated in but these do not always link to areas of learning to ensure they are covered equally well. Although she knows each child well, details of how the childminder helps children progress further are not yet fully secure. Parents are invited to contribute to these

records, adding their own comments to ensure continuity of learning and care. Children are confident in making their own choices in play, secure in the knowledge the childminder will participate as required. For example, a child shows interest in a box of toys and the childminder encourages them to tidy away the other toys first. The child enthusiastically puts the cars back in a box and then chooses a train. When the childminder fetches other toys, the child says 'enough' and uses their imagination to develop their own game.

Children are taken on regular outings to various venues. They visit parks and playgrounds to develop physical skills and learn to socialise. They take turns and share while playing at toddler groups or visiting the library for rhyme time. Children are learning to enjoy books. They gather round to hear a familiar story that the childminder adapts using the names of the children instead of the characters in the book. Children giggle with glee and show good listening skills as the story unfolds.

Small sit and ride toys, scooters and tricycles in the garden encourage children to develop manoeuvring and pedalling skills. Outdoor role play makes it an interesting place for children to play and learn. Children are regular visitors to the childminder's allotment where they help to dig up potatoes, pick runner beans and help carry cabbages which are used for children's main meals. Back at home, children make 'muddy jellies' grating chocolate into unset jelly and then add jelly worms. The childminder explains that this extends their learning, reminding children of when they picked vegetables from her allotment and found worms in the soil. Children's early numeracy skills are encouraged as they help to make fairy cakes. The childminder counts the spoonfuls of mixture from one to nine with the children joining in.

Children follow good routines and are learning about good hygiene procedures. For example, the childminder makes sure children's hands are washed or wiped prior to eating and paper towels are provided for drying hands to help minimise the risk of cross infection. Children are provided with healthy nutritious foods. Fresh ingredients from the allotment are used in the home cooked meals. Children are learning to keep themselves safe, for example, younger children are either strapped into buggies or have back pack reins when out in the local area. They learn to cross roads safely with the childminder who makes sure they use the school patrol crossing to help them become familiar with this routine. They understand the dangers of the hot oven through baking activities. Children are well behaved, effectively occupied and engaged in activities, and the childminder is quick to praise children's efforts and achievements.

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

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| 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

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| 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

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| 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

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| 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

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| 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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