

Inspection report for early years provision

Unique reference number	139890
Inspection date	26/09/2011
Inspector	Gillian Cubitt

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 1985 and holds a qualification at level 3 in nursery nursing. She lives with her two adult children in Carshalton, in the London borough of Sutton. The home is a chalet bungalow and situated in a quiet, residential area with parking facilities outside the home. There are public transport links nearby. All areas of the ground floor are used for childminding. Children have a dedicated playroom and there is a fully enclosed garden for outside 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 six children under eight years old, three of whom can be in the early years age group. At present, the childminder cares for 10 children and four children are in the early years age group. They attend on a part-time basis. The childminder walks to the local school to take and collect children. She meets with other childminders and attends childcare facilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are well met because of the childminder's knowledge and skills and the effective partnership working with parents and others involved in the children's care. Children's learning is generally very well supported with an impressive variety of resources and activities. The childminder has a flexible approach to accommodate the needs of the families who use her provision and diversity is valued highly within her home. All children are valued and fully included. The childminder has a good awareness of her strengths, which are identified in her evaluation of the service she provides. As a result, she is able to develop and enhance her practice while taking advantage of available training.

What steps need to be taken to improve provision further?

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

- make greater use of observations to further assess children's progress towards the early learning goals and help parents to see their children's progress more easily
- embrace the full learning potential of the garden; for example, provide opportunities for children to grow things

The effectiveness of leadership and management of the early years provision

Children enter a welcoming, warm environment where their health, safety and well-being are a priority. The childminder is rigorous about safeguarding children and ensures all adults in her home are cleared through the Criminal Records Bureau. The childminder fully understands the importance of not leaving children with un-vetted adults and they are supervised at all times. She has a firm understanding of her role and responsibility to protect children. Furthermore, good written risk assessments identify potential risks and how they have been minimised both in the home and when on outings. All required records are up to date and well-maintained. She has produced written policies and procedures to support the safe and efficient management of her provision and these are shared with parents so they are fully informed about all aspects of the provision.

The childminder makes good use of her facilities. In the spacious playroom the children can help themselves to the extensive range of assorted toys, games and other resources that are very well organised into age appropriate boxes that are brightly coloured. These include resources that reflect positive images of race, culture, gender and disability. The childminder ensures that all children and their families are valued and included and she helps them to learn about the wider world and to value diversity by planning activities to celebrate a variety of religious and cultural festivals.

The childminder evaluates her service well, which means she is aware of strengths and areas that she has identified for improvement. Her enthusiasm for training is undiminished and she is eager to update her knowledge. There were two recommendations raised at the last inspection. These related to the methods of recording accidents and medication and informing parents of the procedure if they have a complaint. The childminder responded immediately and reorganised her paperwork to ensure that these are completed appropriately and are kept confidential. Parents know the procedures if they have any concerns; this is in policy form as well as displayed clearly in the children's playroom.

The childminder has a good working partnership with parents and this starts with detailed written information, written by parents, about their child's needs and preferences. Children who are able to complete the 'All about me' forms are encouraged to do so. The information the childminder gains from parents and children helps her to assess children's starting points, which helps her to plan appropriate activities. The childminder keeps parents informed about how their children have been and about their progress through daily verbal feedback. Parents have access to the full range of policies and enjoy looking at photographs of children at play which are displayed on the wall as well as in scrapbooks. The childminder strives to build relationships with other professionals who are involved in the children's lives. She links in with staff of the schools and nurseries children currently attend as well as other professionals such as health and local authority services. In this way she shares useful information between the settings and parents and uses information gathered to support the children while they are in

her care, ensuring consistency.

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

Children make good progress and the childminder ensures that they all enjoy a wide range of activities and play opportunities that promote their all-round learning. Children love to explore the variety of resources available to them within the playroom. Toddlers enjoy bouncing in the soft play area while other children begin to build tracks for trains and assemble geometric shapes into their respective compartments. Children are pleased to show their knowledge as they recognise cylinders as 'circular' and cubes as 'square'. Children benefit from the childminder's enthusiastic approach. They all sit on the floor to play games and enjoy the toys together. This promotes children's confidence and self-esteem especially when the childminder praises the children for their achievements when they help to tidy the toys away after they have finished with them.

Children learn about the wider world and diversity through the discussions that take place and activities that explore different cultures. Children's understanding of the local natural environment is promoted by collecting autumn leaves for collages and growing tomatoes in pots. They explore the garden but do not fully extend their awareness of growing things. Children have fun running and playing in the garden with hoops and balls which supports their physical development and ensures they have fresh air and exercise.

The childminder makes observations of the children as they play and as a result knows the children's interests and abilities well. She uses her knowledge of the children to support their learning. She has not considered the full benefits of how, the information she gains through observations can be used to plan more effectively to ensure that activities challenge children further and actively promote future individual learning. She has not fully considered how to more easily share this information with parents. Children have a very enjoyable time with the childminder. They make friends and learn to play cooperatively developing their social skills. As a result children's behaviour is very good. They listen to the childminder and respect their toys and value relationships.

Children demonstrate a strong sense of security with the childminder. They are cautious around unfamiliar adults but are quickly reassured by their trusted childminder. Interaction with babies and toddlers is sensitive and caring. The childminder responds quickly to their signs of tiredness or hunger to ensure their needs are met. Older children are supported to learn how to keep themselves safe, for example by learning about road safety and fire evacuation. They also see how risk assessments are completed because the childminder displays the process in pictorial form. Children benefit from the good level of support offered to help them learn about healthy lifestyles. They develop good personal care routines, washing their hands after using the toilet and before sitting down to eat. They generally

bring in meals from home; parents and carers are advised of the childminder's healthy eating policy.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met