

Inspection report for early years provision

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Inspection date	13/10/2011
Inspector	Lorna Hall
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 1993. She lives with her husband and one adult child in a three bedroom house in Wimbledon. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight at any one time, of whom three may be in the early years age range. She is currently caring for three children who all attend on a part-time basis.

The family has a dog and a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is very well equipped and provides an extensive curriculum to cover all aspects of the six areas of learning, overall. The wide range of resources is enhanced by using other facilities, such as toddler groups. Arrangements to safeguard and promote the children's welfare are effective. The childminder is motivated and knowledgeable about her work and has strong systems in place to reflect and review, demonstrating a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep an accurate record of the children's attendance (Documentation) 14/10/2011

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

- reflect examples of outdoor learning in the observations and assessments of children to monitor the progress of more active learners

The effectiveness of leadership and management of the early years provision

Children are successfully safeguarded because the childminder is able to implement the written safeguarding policy which covers all of the required elements. She liaises with other childcare agencies as required. Rigorous risk assessments are consistently carried out and updated accordingly. All the records required for the safe and efficient management of the provision are up to date and meet requirements. However, on the day of the inspection the attendance register was not accurate. This is a breach of a specific legal requirement.

The childminder enjoys a strong relationship with parents and has developed effective systems to keep them informed about their children's care and learning. In addition parents can read the information about the daily activities and other issues in the communication book. Thorough procedures ensure they receive information about the business arrangements and the childminder's policies and procedures. During the settling period parents provide information about their children's abilities and routines to enable the childminder to meet their individual needs.

The childminder is interested, calm and motivated. She has a strong commitment to training and development and regularly attends courses. The childminder places importance on continuous improvement to help narrow the achievement gap for all children. For example, she has attended training to enable her to plan and deliver interesting learning experiences that particularly interests boys. Good links with others such as the Early Years Advisory team and toddler groups enhance the service she provides and provides continuity for the children. The childminder reflects on her practices and has a clear understanding about her strengths and areas to develop. Consequently, all the recommendations made at the last inspection have been addressed.

Resources are attractively set out on the floor and on low level shelves to enable the children to explore, investigate and make independent choices. This creates an environment conducive to learning. The selection of learning resources promotes positive images of diversity. For example, children play with the small world people dressed in traditional dress such as a Sari. Dual language books help children learn about other languages and text.

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

Children make good progress in a rich, challenging and stimulating environment. They achieve and enjoy in their learning because the childminder is skilled in ensuring all the children are involved. Therefore, children are motivated and interested in a broad range of activities. Quality planning and good use of observations and assessments ensure that every child is suitably challenged by the learning experiences provided. However, fewer observations are completed during

outdoor learning experiences to reflect the progress of more active learners. The childminder is sensitive to the needs of the children. She uses information parents provide about their children to promote equal opportunity for all. The children are self assured and confidently explore their environment. They enjoy the ample opportunities they have to make their own discoveries, solve problems and develop skills through their self initiated play. For example, they dance imaginatively to music playing in the background.

Children enjoy books and confidently look at them on their own or with the childminder. They particularly enjoy handling textured books. The smile on their face is clear indication they enjoy listening to crackling noise as they squeeze cloth books. This activity is particularly beneficial to very young children as it promotes their sensory development. Outings within the local community and lots of artefacts attractively displayed around the home, promote the children's understanding of the wider world. Through outings they learn about resources available to them such as toddler groups. Children develop skills for the future and use a range of materials to build and construct. For example, they use colour blocks to make a long train track.

Children adopt a healthy life style through consistent practices such as washing their hands before they handle food. Arrangements for children to have access to water during the session are good. Children enjoy daily opportunity to engage in interesting physical play as part of a healthy life style. For example, the learning environment is organised to enable them to crawl around, and practise their walking skills. They enjoy healthy snacks such as fresh and dried fruits. The childminder has attended a "Safer Food" course so the meals parents provide for their children are appropriately stored.

Effective safety devices such as a stair gate and fire detectors are fitted so children can play safely. The emergency evacuation is regularly practised so the children are familiar with the process. The home is organised to enable children to take risks in a safe environment. Arrangements to promote safety on outings are good because the childminder carries important information with her. Children also wear a wrist band with her details on it. She also carries information about her self to promote the children's welfare in the event of emergency.

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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