

Inspection report for early years provision

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Inspection date	17/10/2011
Inspector	Janet Williams
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.

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 1991. She lives with her husband and three adult children in Colliers Wood, in the London Borough of Merton. They live near to local toddler groups, soft play, childminders' drop-in group, library, parks and tube stations. The whole of the ground floor is used for childminding, plus one bedroom and the bathroom on the first floor. There is a fully enclosed garden for outside play. The family have a cat. The childminder is registered to care for six children under eight years at any one time, of whom three may be in the early years age group. She currently cares for two children under five on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well in their learning and development overall, through a balanced range of resources and play materials that are interesting and challenging. The childminder promotes inclusive practice and works well in partnership with parents and others. The childminder is fully aware of her strengths and weaknesses through accurate self-evaluation. This helps her to promote the quality of children's welfare and ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the systems to assess and plan each child's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the childminder's comprehensive understanding of the possible signs and symptoms of abuse, enabling her to assess risk and help to protect children. She frequently attends various training courses, talks confidently about what she has learnt, and is fully aware of her responsibilities to keep children protected and safe. Excellent risk-assessment procedures help to ensure that areas of the home and garden are suitable and safe. All of the necessary safety precautions have been taken for the safety and well-being of children. For example, stairs are inaccessible to the children, and when transporting children in the car, the childminder ensures that they are strapped

into a suitable car seat. In addition, fire drills are practised and recorded. Effective policies and procedures and mandatory documentations are in place to protect and promote the well-being of children. For example, permission has been obtained for emergency medical treatment and administration of medication, and good systems are in place for recording accidents and incidents. The childminder recognises the strengths of her practice and continually promotes and monitors the Early Years Foundation Stage Framework (EYFS) through self-evaluation. The views of parents and children are included in this process.

Good quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Observations and assessments are used to successfully move children through the stages of development and achieve the early learning goals. In addition, the childminder continues to develop her knowledge of the education programme in the Early Years Foundation Stage Framework through attending various training courses. Although the childminder is not caring for any children with special educational needs and/or disabilities, she has a positive attitude towards caring for children with particular needs and is proactive in addressing issues. Children learn about different cultures and beliefs through learning about and celebrating many festivity events such as Eid, Diwali and Chinese New Year. Children are able to choose from a broad range of interesting resources, and enjoy a balance of indoor and outdoor play. The good range of resources reflect diversity and raise children's knowledge about disability.

The excellent relationships established with parents identifies each child's needs at an early age. The childminder shares information with parents about their child's individual progress and development, both verbally and in writing. Excellent written references received from parents indicate that they are exceedingly happy with the quality of care and learning provide. Relationships with other professionals are highly valued. The childminder liaises closely with the local authority and other childminder's in the community. She makes significant use of many of the local children's groups. All of which contribute considerably to the children's social development and future life skills.

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

Children's development is strongly promoted. The childminder's good monitoring systems show clear and consistent progress of children in all areas of learning. Photographic evidence demonstrates that children are fully involved in a wide range of activities covering all of the six areas of learning, both in the home and outdoors. Observations are used to plan for children's next stage of development, although this is an area the childminder intends to develop further.

Babies receive lots of warmth and affection. This supports their emotional security and well-being and gives them the confidence to explore new experiences. They are able to crawl freely and independently, and all children learn simple rules that help keep them safe when playing. The childminder gives them clear explanations, such as, 'You must not run or you may fall and hurt yourselves'. Children's

behaviour is good as the childminder provides them with clear and reasonable boundaries.

Children are well supported in their play, motivated and enjoy many challenges. Their language develops well as the childminder constantly talks to the children and asks open ended questions. Children have numerous opportunities to play outside. They enjoy wheeled toys where they sit and ride. Children move with confidence and show awareness of space. Their time outside allows them to have plenty of fresh air, which contributes to their health and welfare. The outdoor play area also allows for them to explore and see what is going on around their environment. The children investigate the garden using their senses. The childminder encourages the children to touch the grass, feeling and touching it, and asks them whether it is wet or dry. This contributes to their knowledge and understanding of the world around them.

Children learn the importance of good personal hygiene from an early age through the childminder's daily routine and own good practice to prevent cross contamination. For example, she washes her hands and the children's after each nappy change. Although the childminder does not provide meals, she demonstrates a good knowledge of children's individual dietary requirements. Drinks are provided at regular intervals and children can request one at any time.

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	1
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	1

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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