

Inspection report for early years provision

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Inspection date	13/10/2011
Inspector	Lindsay Farenden
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 was registered in 1984. She lives with her husband in Morden, in the London borough of Merton. The whole ground of the childminder's house and one bedroom on the first floor is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. There are currently four children in the early years age group and two children aged over five years on roll. She is registered on the Early Years Register and on the compulsory and the voluntary parts of the Childcare Register.

The family have a pet tortoise and fish in a covered tank.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this welcoming childminding setting in which they are provided with a wide range of exciting and stimulating activities. The childminder recognises and values the uniqueness of each child. She provides a fully inclusive service where each child is nurtured, respected and included. Very close working relationships with parents ensures excellent continuity of care. The childminder liaises with schools children attend to further promote their learning in her care. Most required parental consents are in place. Using self-evaluation, the childminder is fully aware of the strengths and areas for improvement in the provision. She constantly strives to improve the outcomes for children in her care.

What steps need to be taken to improve provision further?

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

- improve records to ensure prior parental written permission is consistently obtained for each and every medicine before being given

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a very high level of commitment to safeguarding children. She has attended child safeguarding training and has a thorough understanding of her legal duties and responsibilities with regards to child protection issues. Adults living in the home have been fully vetted to ensure they are suitable to be in the presence of children. The childminder is extremely vigilant

about safety issues and has carried out a risk assessment of both her home and for each individual outing. The required fire safety equipment is in place. She carries out regular fire drills, so children can be evacuated from the home quickly and safely in the event of an emergency. Children are taught to keep themselves safe as they learn about road safety. Children are also encouraged to access risks and danger themselves when using climbing equipment under the close supervision of the childminder. A wide range of written policies and procedures are shared with parents. These guide the childminder in her daily practice to promote children's health, safety and welfare. All required documentation is in place, although on some occasions the childminder has omitted to obtain written parental consent to administer each medicine. The childminder is very motivated to continually develop her knowledge and childminding provision. This is very well demonstrated through her commitment to attending regular childcare training.

Excellent relationships with parents contribute to inclusion, and to meeting any additional needs children have, extremely well. Parent's views about their child's needs and interests are actively sought during the settling in period and on a regular basis throughout their time at the childminders. They are kept very well informed of their child's day and developmental through verbal feedback and daily diaries. Parents are welcome to put on the notice board any areas of learning they would like their child to be helped with whilst in the childminder's care. Information from parents at inspection show they think very highly of the childminder. They comment about how much their children thoroughly enjoy attending the setting. She works closely with schools children attend, which ensures their learning and needs are met in her care.

The childminder is very sensitive to ensuring that children who have English as an additional language are helped to feel happy and secure in her setting. Consequently, they make very good progress in learning English. The childminder has a very positive attitude to caring for children with special educational needs and or disabilities. She would willingly work with other agencies involved with the child to help them reach their full potential. Children access a good range of toys and books which reflect positive images of all aspects of society. This helps children to acknowledge and accept diversity. Children behave very well because they are constantly busy and enjoy their play. They receive meaningful praise and encouragement for their achievements and are encouraged to develop good manners. Children are provided with a good range of toys, which are regularly rotated throughout the day, so children are continually challenged.

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

Children thoroughly enjoy their time in the setting because the childminder provides a very warm and very relaxed homely environment. They feel very safe and secure in the care of this experienced and dedicated childminder where they know their needs will be met. Children have a real sense of belonging in the home, as they access to their own coats from low level pegs with photographs of themselves. The childminder interacts very well with the children and spends a lot

of time engaging in play with them. Each child has their own learning journal file in which the childminder makes worthwhile observations of children at play. These are then used effectively to plan each individual child's next step of learning and development. These show children are making good progress towards the early learning goals in relation to their starting points.

Children enjoy playing with building bricks and construction resources with the childminder. She encourages children to learn as they play by asking them simple questions about colours and shapes. Children have a keen interest in books as they enjoy sitting with the childminder and having stories read to them. The childminder helps children to count in everyday situations, such as walking up and down the stairs and counting how many grapes they want at snack time. Regular outings to toddler groups helps develop children's social skills and further supports their development as activities encompass the six areas of learning. Children enjoy taking part in activities that help them learn about their own celebrations and various cultural festivals.

Children express themselves creatively through a wide range of mediums, such as painting activities, drawing and mark making, dough, using glue to make their own unique pictures, cooking and sand play. Children have fun using their imaginations as they play games, such as, pretending to go into space. The childminder's pet fish and tortoise help them to learn about living things.

The childminder actively helps children develop healthy lifestyles. Children are cared for and play in a very clean home, in which the childminder gives high priority to hygiene procedures. They are taught the importance of hand washing and putting their hands over their mouth when coughing. The childminder has anti-bacterial hand gel available at all times and children are encouraged to use it when required. She is astutely aware of the importance of providing children with nutritious home cooked meals to introduce children to healthy eating habits from a young age. Fruit is available to children throughout the day and they have access to drinks at all times. Playtime in the very well equipped childminder's garden is a fundamental part of the day. Children also enjoy going on visits to the parks and playing on large apparatus. The childminder has a fully stocked first aid box, which holds a current first aid certificate, ensuring that any accidents can be attended to immediately

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	1

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	1
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	2
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	1
The extent to which children adopt healthy lifestyles	1
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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