

Inspection report for early years provision

Unique reference number	122795
Inspection date	07/11/2011
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 registered in 1989. She lives with her husband and adult child in Tooting, in the London Borough of Wandsworth. Minded children have access to the ground floor and two rooms on the first floor. There is a fully enclosed back garden. The family have cats and two dogs.

When working alone the childminder may care for a maximum of three children under eight years at any one time, all may be in the early years age group. There are currently three children on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary part 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. They enjoy a balanced range of resources and play materials that are appropriate for their stage of development. Positive inclusive practice is promoted through establishing a good relationship with the parents. Although the childminder has systems in place for self-evaluation to ensure continuous improvement, they do not yet prioritise her strengths and areas for development.

What steps need to be taken to improve provision further?

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

- ensure parental permission is requested for emergency medical advice or treatment (Safeguarding and promoting children's welfare) 15/11/2011

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

- develop reflective practice and self-evaluation further to prioritise areas for development to improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded and protected. The childminder has a good understanding of possible signs and symptoms of abuse, enabling her to assess risks and protect children. Effective risk assessments are carried out regularly to ensure all areas used by the children are suitable and safe. Well written policies

and procedure support the childminder in her daily practice. This also ensures that children's needs are met. The childminder has accurate systems in place to promote children's welfare, for example up-to-date accident and incident records, and most parental permissions. However, she has failed to request parental permission for emergency medical treatment for all children. This is a breach of requirements. Since the last inspection the childminder has addressed the recommendations that were made. Self-evaluation is in the early stages and includes assessments and observations on children's progress. Comments from parents help the childminder to plan for children's development, and ensure their children's needs are met. However, although the childminder recognises areas for development, these are not yet clearly prioritised. The childminder plans to continue making improvements through ongoing training.

Children have room to move comfortably and are able to choose activities easily. The organisation of space available is planned effectively with areas for rest, and play both indoors and out. Partnerships with parents are secure. For example, prior to children starting the good introductory period enables the childminder and parents to work together and share information about children's welfare and their starting points. Information about each child's daily routines and their progress is shared with parents each day. Good partnerships with others have been developed. Information is shared with other providers the children also attend enabling the childminder to maintain continuity in their learning and to share and exchange ideas.

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

Children are well cared for. Good opportunities are available for them to take part in a wide range of activities to cover all areas of learning. The childminder carefully plans for children taking into account their routines and stage of development. Babies and younger children develop good relationships and get on well with adults, including the childminder's family. They behave well and develop good manners, remembering to say 'please' and 'thank you'. Children are confident, have good self-esteem and are well motivated to learn. Their early numeracy and problem-solving skills are promoted as they enjoy completing puzzles. They demonstrate a good understanding of space and are able to recognise simple shapes. A broad range of practical activities are available for them to promote their learning, such as the range of construction toys. Children's communication and literacy skills are developing well. They enjoy looking at books and speak very confidently to their peers and to adults, talking openly about themselves and their families. Children engage in a good range of physical play that helps keep them healthy, such as playing on large apparatus in the park. The range of equipment they use, which includes climbing frames and slides, contributes to developing their balance and co-ordination.

Children learn how to keep themselves safe as the childminder consistently reminds them about safety on outings. For example, they know why they must hold the pushchair when crossing the road. Children learn about healthy lifestyles.

Their individual dietary needs and requirements are considered carefully. There are good menu plans in place and children are provided with balanced, nutritious meals. Effective procedures are in place to promote children's health and well-being. For example, they wash their hands before eating and know this is to protect them from germs.

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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