

Inspection report for early years provision

Unique reference number	EY275090
Inspection date	11/11/2011
Inspector	Arda Halls

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 2003. She lives with her husband and two children aged 11 and 15 years in Tooting, in the London Borough of Wandsworth. The ground floor of the childminder's house is used for childminding, together with two bedrooms upstairs used for sleeping and play. There is a fully enclosed garden and three parks available for outdoor play. The local schools and shops are within walking distance. The childminder is registered on the Early Years Register and the compulsory and voluntary Childcare Register to care for a maximum of six children at any one time and is currently minding six children under five on a part-time basis.

The childminder walks and drives to local schools to take and collect children. The childminder attends the local drop-in groups and the public library. The childminder is a member of the National Childminding Association. The childminder has experience of supporting/caring for children with English as an additional language. The childminder regularly works with another childminder and occasionally works with an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively meets the needs of each individual child. She demonstrates her ability to make continuous improvements and sustain existing high standards in the setting. Children make extensive progress in their learning and development. Their welfare is well promoted and safeguarding is effective. Partnerships with others promote good quality early education. The childminder makes successful plans for improvement, including introducing a comprehensive system for tracking children's progress.

What steps need to be taken to improve provision further?

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

- develop the system of recording children's achievements to identify their next learning needs and use these when planning future learning activities .

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding children. She has effective procedures to follow and knows who to contact if there are any concerns. The childminder consistently assesses the areas used by children to ensure they

are safe.

The childminder communicates an ambitious vision for the setting. She discusses ideas of what to do differently with her husband, who is her co-childminder. They explain how they will make the garden more of a learning environment by preparing a growing area for the children. They are ambitious to take more training and explain which courses are booked for the following year.

The childminder deploys resources effectively. She presents everything at a low and accessible level. She labels boxes of resources so they are easy to reach when children want a change of activity. There is plenty of storage for outdoor toys and equipment in the summer house and the play house. The childminder recognises when resources are not being used frequently. She gives careful consideration as to why they are not in use. She discusses with her husband what they can do to present some areas in a more attractive manner. It is clear that the childminder provides effective leadership and is committed to bringing about sustainable improvements.

The childminder actively promotes equality of opportunity. The childminder has a good understanding of children's backgrounds and needs. She ensures that activities are provided in which boys and girls may participate equally. They learn about different cultures and children with differing abilities. She is therefore improving outcomes for children and taking effective steps to close identified achievement gaps.

The co-childminders self-evaluate their setting effectively. They involve the parent/carers and the children in the self-evaluation, as well as liaising with the local childminding association. They diagnose their strengths and weaknesses and develop their planning to make appropriate improvements. In this way, they communicate ambition and drive and secure improvement well.

Partnerships are well established with the local nursery where children attend. Individual children benefit from consistent support, as information is shared frequently and is used to promote children's achievement and well-being.

Parents and carers are kept well informed about their children's achievement, well-being and development. Parents are encouraged to communicate and their views are successfully implemented to help improve the setting. The childminder ensures that parents and carers have up-to-date information about their children, along with a quarterly newsletter. Each child also has an individual development plan complete with photographs taken at the setting.

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

Children enjoy their play in the house and in the garden; they play well with one another in a large space. They enjoy exploring toys and resources of their choice. They draw at the easel for as long as they like. They enjoy playing with puzzles

with assistance from the childminder. They enjoy looking at books and listening to stories as the childminder sits with them. There are opportunities to look at books in other languages and the two co-childminders are skilled at languages and improvisation. Children learn numbers through their play. They play with sand and learn simple concepts of measures. Children experience a wide variety of physical pursuits, such as playing ball, riding wheeled toys and skipping about in the garden. Their hand/eye co-ordination is good, as they catch and pitch a ball with precision. Each child is offered an enjoyable and challenging experience across the areas of learning. Observations and assessments are completed. However, the next steps of children's learning are not always identified.

Children's health is promoted consistently, as children have plates of cut up fruits and access to fresh drinking water at all times. They enjoy fresh, nutritious meals from home. The childminder knows the children well and is skilled at getting them to eat their food appropriately. She understands that some children need help, while others are independent and want to feed themselves. Children follow their individual routines and are able to sleep or play quietly after lunch. The daily routine consists of a visit to a playgroup in the morning, followed by lunch, a nap and more physical activity in the afternoon.

Children's safety is effectively promoted, with thorough risk assessments indoors and out. Outings are well organised. Great care is taken to ensure children are transported safely, sometimes by car, with appropriate seat restraints or car seats according to age. Other outings are taken to nearby venues by walking. Care is taken to ensure young children have safety harnesses and hold onto the pushchair when walking.

Children behave well and co-operate and share according to their age and understanding. Childminders address any issues of unrest quickly and efficiently. Children learn about one another and are accepting of one another's differences. Children learn about diversity through play. They experiment with disability props in the playgroups and the childminder talks to them to explain why some people need callipers or a wheelchair. They enjoy celebrating a good selection of festivals. They eat pancakes on Pancake Day and learn about the festival of light at Diwali. They enjoy preparing for Christmas and talk about poppies on Remembrance Day.

Children learn new skills consistently. They learn to play together and to share resources. They learn to wash hands before eating and are beginning to learn to put their coats on. They learn a simple concept of numbers, and that words printed on paper carry meaning. They learn to recognise and write their names and to use the toilet in preparation for school.

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