

Inspection report for early years provision

Unique reference number	138061
Inspection date	16/11/2011
Inspector	Gillian Cubitt

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 1976. She lives with her husband in a house in Morden, in the London Borough of Merton. The home is situated within easy walking distance of Morden underground station. There are local parks, shops and schools nearby. Access to the home is by a level driveway and there are parking facilities immediately outside. Children use a through lounge and conservatory for play. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the compulsory and voluntary parts of the Childcare Register.

The childminder has achieved Quality First accreditation with Merton Council. She is currently working closely with the local authority in trialling new projects.

The childminder attends various toddler groups including children's centres and visits the local library and parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a welcoming environment where her approach to children's inclusion and equality is an outstanding feature. The childminder has a wealth of childcare experience and a thorough understanding of the Statutory Framework for the Early Years Foundation Stage. Children are safe, happy and secure where their individual needs are well met. Positive partnerships with parents and others who are involved in the children's wellbeing and learning enhance opportunities for children to make good progress. Overall, the childminder effectively monitors and evaluates the quality of her service using the Ofsted self-evaluation form.

What steps need to be taken to improve provision further?

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

- improve methods of self-evaluation by including comments and ideas from parents or others who work with children

The effectiveness of leadership and management of the early years provision

The childminder fully understands the procedure to follow for dealing with any safeguarding concerns or allegations. She updates her training and is fully aware of the signs of possible harm or neglect to children. She is vigilant about their safety and supervision at all times. Children freely explore and access the space they need to play, and resources are used very well. Toys are easily accessible so that children can choose what they need, promoting their choice and independence. The childminder clearly assesses any risks in places where children play; ensuring hazards are kept to a minimum. Children learn how to keep themselves safe through simple reminders in ways they can understand. The childminder gives each child plenty of individual attention to make them feel valued and included. The childminder's friendly, skilful and caring interaction with the children positively promotes their learning across all areas. Careful planning, observation and assessment fully consider children's individual interests and development. Observations and photographs give an illustration of children's progress towards the early learning goals. These are shared with parents which gives them good information about their children's progress.

The childminder's extensive experience and knowledge of working with others involved with the children means they receive excellent care. She works closely with schools and nursery teachers to support children's progress. She has completed specialist training which enables her to understand the procedures of assessing and working with others if children have special educational needs and/or disabilities. She further explores equality and diversity in many ways; through her resources and activities and engaging with the cultures of the children who attend. The childminder constantly reflects on her practice and is passionate about improving outcomes for children. She welcomes views from parents and others although these are not systematically included in the self-evaluation process. Parents comment that their children are 'happy and content'. Parents feel supported in many ways and appreciate the childminder's "amazing flexibility" which is important for working parents.

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

Children are happy and settled in the childminder's care. They feel safe as they have secure, caring relationships with the childminder. This gives the children confidence and they explore their surroundings, freely choosing what they would like to play with. Children learn to keep themselves safe through activities, such as fire evacuation, that promote their awareness. The childminder supports their ideas by skilfully interacting with them to enhance their learning. Lovely opportunities to develop children's language and communication are maximised through the childminder engaging them in plenty of conversation and chatter. She skilfully interprets very young children's non-verbal cues, offering and repeating new words to accompany their gestures. Prompt attention is given to meeting the individual care needs of children, and the childminder follows their personal

routines and preferences for feeding, sleeping and playing. Children who are settling in to the provision are given plenty of sensitive reassurance and the childminder is on hand to offer support or enable them to reach their favourite toy or comforter. There is a very good balance of child-initiated and adult-led activities to promote children's development across all six areas of learning. Children relate well to the childminder. This is because planned activities are child-centred and based on children's interest. For example, very young children are fascinated with the tinsel and glitter of decorations for Christmas and the childminder encourages children to make their own pictures with sparkly craft resources. Very young children enjoy looking for the squirrels in the garden. The childminder engages in their delight and challenges their thinking; "where are they going? And what does the squirrel say?" Children think and make sounds and eagerly follow the squirrel as it travels around the garden. The childminder extends children's learning about animals and their habitats by singing nursery rhymes and looking at books. This makes learning fun and improves children's communication and understanding. Children's social skills develop considerably because the childminder makes the most of opportunities for children within the community, such as visiting parks, libraries and groups.

Children's health is supported extremely well. They play in a homely, well-maintained environment where they learn good personal hygiene routines. Children learn about nutritious eating because the childminder prepares all meals, carefully adhering to children's individual dietary needs. Children enjoy the variety of toys available in the garden. They help the childminder plant vegetables in the summer and pick lettuces before preparing them for eating. Babies and toddlers engage in healthy eating, pretending to have picnics with their bowls of fruit. Children benefit from a homely environment which is rich in diversity. The childminder has experience of caring for children of all cultures and special educational needs and/or disabilities. She is an exceptional role model and children adopt her positive approach to share toys with their friends and consider the feelings of others. As a result, children's behaviour is exemplary.

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	1
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	1
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