

Inspection report for early years provision

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Inspection date	16/11/2011
Inspector	Daphne Prescott
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 1993. She lives with her husband and two adult children in the London Borough of Merton. The whole ground floor and first floor small bedroom and bathroom are areas of the childminder's home are used for childminding and there is an enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time; of these, no more than three may be in the early years age range. There are currently five children on roll and, of these, four are in the early years age group. Children attend at different times of the week. The childminder at times works with an assistant.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She attends the local parent and toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the care of this childminder. She provides an inclusive service in which they are treated as individuals and have their welfare needs met very effectively. Overall, children make good progress in their learning and development as they benefit from a wide range of stimulating and interesting activities. Excellent working partnerships with parents help to make sure the children receive continuity of care. The childminder strives to develop her practice to support the continuous improvement of the service she provides for the benefit of the children.

What steps need to be taken to improve provision further?

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

- create an environment rich in print where children can learn about words, recognising that print carries meaning.

The effectiveness of leadership and management of the early years provision

The childminder understands her important role in safeguarding children and gives this high priority. She has a good understanding of child protection issues and procedures to follow should she have any concerns about a child. The childminder also keeps a record of any visitors and this contributes to protecting children from harm. Risk assessments are completed for the premises and outings to ensure that

hazards are identified and minimised to help towards keeping children safe. The childminder holds a valid first aid certificate to enable her to deal appropriately with any accidents, which helps maintain children's well-being.

The childminder makes extremely good use of the space in her home. Children have access to a dedicated playroom with an extensive range of good quality toys, equipment and nursery furniture. There is also a wide range of toys and resources which help to promote children's understanding of diversity within our society. They can make choices and freely select toys and books that are all easily accessible; this helps children develop their independence and follow their own learning interests. The childminder has an excellent understanding of the needs of all the children and they are offered equal access to all opportunities and experiences.

Partnership with parents is outstanding, as the childminder engages effectively with parents to ensure she is aware of their child's individual needs. She finds out all about the children from their parents at the beginning of an arrangement, to make sure the care provided remains consistent and appropriate. The childminder shares information with parents on a daily basis, both verbally and in children's daily diaries about their care and activities. Parents are also provided with extensive details about their child's achievement and progress. The Early Years Foundation Stage framework poster, the childminder's registration certificate and Ofsted contact details, are displayed in the entrance area to keep the parents continually informed. The childminder establishes good links with other settings that the children attend, which benefit the children to promote continued progression of care, learning and development.

The childminder is beginning to evaluate the quality of the provision she offers the children. She demonstrates an enthusiasm for her work and is very keen to make changes that drive improvement and improve the outcomes for all children. She also keeps abreast of child care issues by liaising with other child care professionals and working closely with other childminder colleagues.

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

Children are happy in the care of the childminder and obviously enjoy their play and learning. The childminder knows the children's individual abilities extremely well and provides activities, which interest them and encourage their learning. For example, they are currently interested in puzzles. The childminder provides a good selection of puzzles with large and smaller pieces. This helps the children to build on their problem-solving skills as they skilfully work out how they fit together. Children have a strong attachment to the childminder, which increases their sense of well-being. She makes sure that each child's achievements are carefully observed. As a result plans can be made for future activities, to interest the child and identify their next steps in their learning and development. The childminder uses photos and samples of the children's art work to support her evidence on how they are progressing and enjoying their activities.

Children and babies have great fun as they engage in a wide range of play opportunities that help them to extend their learning and development. There is lots of laughter and giggles as they play with the childminder and they thoroughly enjoy her joining in with their play. She is attentive in answering the children's questions and encourages them to use language to express themselves. The childminder uses her skills to respond to and build on babies' expressions and gestures, developing their communication skills as well. Books are made freely available and children enjoy listening to stories. However there is limited written print in the environment to encourage recognition of simple words. Children are learning about similarities and differences through festival celebrations. For example, they made a greeting card and wall display about the cultural festival Diwali. This creates an inclusive environment that encourages children to feel a sense of belonging and increases their understanding and knowledge of the wider world. Children also learn about their local community as the childminder takes the children on regular outings to help extend children's learning and development. For example, they visit playgroups where children develop social skills as they play with other children of a similar age.

Children's healthy life styles are extremely well promoted. The childminder takes highly effective precautions to support the children in her care remain healthy and free from cross-infection. Excellent hand washing facilities are in place with notices to remind children to wash their hands. They also actively clean their teeth after eating, with their individual tooth brushes. Children's good health and well-being is also promoted. They have plenty of fresh air and exercise each day by playing in the garden, going for walks or visiting the park. Children experience sociable mealtimes and suitable furniture is available to enable them to sit comfortably and enjoy their food. They learn about healthy eating at snack time. Children have great fun discussing the different tastes and textures, and how all fruit is good for us, as they cut up their own fruit. They gain an understanding of important safety measures, as they learn to hold their knives correctly and to remain seated during the activity. The childminder manages children's behaviour very effectively. She encourages children to share and be kind to each other, which is helping them develop their understanding of respecting others and developing positive relationships. Children are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence. They have close relationships with the childminder and children thoroughly enjoy her company. Children are very much at home in the childminding environment.

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	1
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	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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