

Inspection report for early years provision

Unique reference number	122901
Inspection date	15/11/2011
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.

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 was registered in 1996. She lives with her husband and two children aged 16 and 14 years in Earlsfield in the London Borough of Wandsworth. The whole of the ground floor of the house is used for childminding plus a bathroom and toilet on the first floor and an outside toilet in the garden. There is a fully enclosed garden for outside play and children are regularly taken to the local parks. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years of age at any one time. Of these, no more than three children may be in the early years age group. The childminder is currently minding a total of six children on a part-time basis. Of these, four children are in the early years age range. The childminder walks to local schools to take and collect children. She attends the local drop-in groups and the public library. The family has a pet dog. The childminder has a level 3 qualification in childcare, learning and development and is a member of the Wandsworth Childminders Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully meets the needs of all children recognising that they are unique individuals. She demonstrates a clear capacity to maintain continuous improvement as well as sustaining her existing good standards. Overall, children consistently make progress in their learning and development. Children's welfare is promoted effectively overall. Partnerships with others promote good quality early education and care. Planning for improvement and self-evaluation is accurate and well organised.

What steps need to be taken to improve provision further?

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

- develop the risk assessment to cover anything with which a child may come into contact, with particular regard to loose paving stones in the garden
- provide more experiences that will help children to develop autonomy and a disposition to learn, for example, by involving them in a variety of ways at meal times.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. The childminder's policy statement explains clearly how she keeps up to date with relevant legislation and takes regular training courses. The childminder's priority is to safeguard the children in her care and she has a good awareness of what to do if there is a cause for concern. The environment in which children are cared for is mostly safe and supportive. Risk assessments identify aspects of the environment that need to be checked on a regular basis. They are completed for indoors and outside areas as well as for all outings. However, some loose paving stones on the patio present a tripping hazard to children.

The childminder effectively evaluates her setting with the help of parents and children. Information is used to help improve the outcomes for children. Recommendations from previous inspections have been addressed successfully, which means there is a beneficial impact for all children. The childminder recognises her strengths and strives to make continuous improvements. Future plans include improving her observational skills and using community resources. Steps for improvement are realistic and contribute to good outcomes for children.

Children have access to a good range of resources and toys that include positive images of the diversity of life in society. They make frequent visits to the library to listen to the storyteller who helps children recognise that print carries meaning. The childminder has a wealth of books on many topics, which helps to promote children's love of books. The childminder actively promotes equality of opportunity and anti-discriminatory practices for all children. Children are treated with equal concern and respect and the childminder recognises and promotes all legislation and existing codes of practice. Therefore, each child is valued as an individual.

The childminder works effectively in partnership with parents to meet the needs of the children. Parents receive a copy of policies and procedures, which explain how the provision runs. The childminder supports parents to enable them to make decisions about the provision. She strives to meet parent's requests regarding the care of their children according to their values and practices, preferences and attitudes. Parents feel that the childminder provides the most special kind of childcare and they are lucky to have her in their lives. The childminder liaises well with other providers such as the local nurseries where children attend part time. Many school-aged children continue to come back to the childminder for after school care. She engages well other professionals and has no hesitation in taking children for medical appointments. Consequently, children receive continuity of care.

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

All children, including babies, make good progress in their learning. Individual progress is very good overall. Children develop well in relation to their starting points and capabilities. Observations and assessments are used effectively to plan activities to meet the interests, needs and abilities of individual children. The next steps in children's learning are identified and used to plan a very good range of exciting activities.

Children are beginning to learn how to write their names and enjoy drawing. They proudly recite numbers as they play and enjoy the praise and encouragement the childminder gives them. Babies play alongside older children with a good selection of toys to keep them interested. They enjoy exploring the toy boxes and using a variety of wheeled objects as a means to moving around the room while learning the skill of walking. Children play well on their own and with others. They appear to feel safe and secure. They are confident to confide in adults and look out for one another to ensure everyone is safe. They understand the dangers of crossing the road and know how to evacuate the home in case of emergency; using two different routes of escape.

Children understand the importance of good hygiene, for example, as they wash their hands to prepare for lunch. They know they need to eat and rest and will then have opportunities to take part in physical activities. Children are given options for what they would like to eat at lunchtime and are encouraged to have a healthy drink. They like vegetables and enjoy having second helpings. They have a healthy selection of fruit for dessert. Children play a part in the wider community, for example, as they help raise money for children less fortunate than themselves. However, they do not always have the opportunity to play an active part in the setting. For example, they do not help with preparation at lunchtime or learn what is recyclable or possibly good for the compost pile. Children behave well, make friends and learn to respect each other.

Children learn many social and communication skills both at nursery and in the childminder's home. For example, they learn that some children follow routines through additional means of communication, such as, the use of picture cards. They walk to school when they are old enough so they develop good physical skills. Children's understanding of the world around them increases as they walk along the road discussing what they see. They know how to put on their shoes and coats. They have regular opportunities to use programmable resources and discuss pushing the button at the crossing to help them cross the road safely. Overall, children develop good skills for their future learning through the effective range of experiences provided.

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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