

Inspection report for early years provision

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| Inspection date | 17/11/2011 |
| Inspector | Christopher MacKinnon |
| 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since October 1996. She works alongside her mother, who is also a registered childminder, at her mother's house in Raynes Park, in the London Borough of Merton. All of the ground floor is used for childminding, with an enclosed courtyard garden for outdoor activities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When working on her own, may care for a maximum of three children under eight years, with no more than three in the early years age group. When working with another childminder, she may care for a maximum of five children under eight years, with no more than four in the early years age group. The childminder currently has six children on roll, and all are in the early years age group. The childminder has a level five early years child care qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is a well trained home based childcarer who successfully promotes individual children's development. Children have access to a fully resourced and stimulating play environment. The childminder's planning and use of assessment to promote children's learning is exemplary. The childminder is developing wider working with parents, and uses self-evaluation effectively to support continuous improvement

What steps need to be taken to improve provision further?

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

- develop working with parents, and opportunities for parents to engage with the play and learning programme.

The effectiveness of leadership and management of the early years provision

The childminder is a well organised and established provider, with a high level of training and experience. She works in partnership with another registered childminder, and provides children with a highly effective and well managed programme of play and learning. Safeguarding is consistently well maintained within the setting, with clearly presented policies and procedures in place. The childminder has a high level of child protection awareness and training.

Since the last inspection, the childminder has applied a strong focus to increasing training; and has completed a foundation degree in early years childcare. Further training is also ongoing to support the childminder's wider use of the six areas of learning. Many general aspects of practice have also been improved recently, particularly opportunities for outdoor play, and the provision of resources. A clear and well organised range of methods are used by the childminder to appraise and evaluate the play programme. Additionally, frequent meetings take place with her co-minder to review the planning activities and play environment.

The presentation of a wide and varied range of play and learning resources is a strong aspect of the setting. Children have access to a particularly good selection of technology and programmable toys. Children are able to choose easily from a wide range of assembly sets and floor layouts. The childminder makes excellent use of a dedicated children's playroom, which has many good visual learning elements, and a wide selection of materials for role play, dressing up and art and crafts. Children benefit greatly from the use of a well prepared outdoor courtyard, which provides opportunities for free flow play, and access to outdoor learning resources.

The childminder works successfully to promote inclusion. A high level of input is provided to promote children's individual learning progress through careful planning and close consultation with parents. The childminder also has experience of working with children with a range of educational needs and disabilities. To support diversity, a good range of resources and visual material is provided to help children learn about people's differences.

Partnerships with other carers are well supported and maintained. The childminder has close links with the local junior school, and provides information on transiting children. The childminder also has links with a nearby preschool, and shares development information with staff. The childminder works effectively with parents, to support their children's care. She organises set times for parents to talk about care and welfare concerns, and see their children's progress records. She is also considering the use of parent questionnaires. However, the childminder feels more work could be done to promote working with parents. And the development of further methods to involve parents is the childminder's main area for improvement.

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

Children enjoy their learning and achieve well in the setting through highly organised and detailed planning. The childminder principally uses children's interests as the basis for planning, but also provides a series of learning themes throughout the year. Her most recent theme is "mark making outdoors". The childminder also ensures an excellent level of learning through the use of individual plans for children. The six areas of learning are fully included, and the childminder makes good use of information from parents to establish children's starting points. Overall, children's learning is excellently supported, and the childminder is a highly

effective teacher. She extends their learning well during many activities; for example, she uses assembly sets and floor layouts to help children learn colours, shapes and counting. The childminder also makes skilful use of questions to support children's creative thinking, and help them adapt and combine play materials.

Children's learning progress is successfully observed and frequently recorded. The childminder uses a colour coded system to "track" individual children's progress; which is closely linked to the early years attainment goals. The childminder shows a high level of expertise in this area, and places a strong emphasis on establishing each child's priorities for learning. For example, she uses weekly assessment forms to make considered observations that clearly indicate each child's next steps in their learning. Detailed individual learning journals are also compiled to show continual achievement, and share with parents.

The childminder demonstrates clearly how she works calmly and supportively, to help children feel safe and relaxed within her setting. Children play happily and show a lot of confidence, particularly when expressing their ideas and choosing play items. The childminder has a wide range of safety and security procedures in place, with well organised and detailed risk assessments. Children are also helped to learn about road safety; for example, they learn to press the buttons at crossings. The childminder works closely with parents to effectively support children's personal and social learning. She uses one-to-one guidance and promotes sharing during activities. Children also have planned visits to group play sessions, to specifically support social development.

Children's health and welfare is consistently supported. Children have particularly good support for hand washing and awareness of hygiene. Children are also successfully encouraged when learning to eat with utensils; and develop an understanding of healthy eating. To promote physical development, children have active games indoors. For example, they enjoy climbing and scrambling; using large soft play blocks and shapes. Children also have many good physical play opportunities in the childminder's outdoor play area. Visits are also made to parks and play areas for physical activities.

Children's skills for future learning benefit greatly from the childminder's consistency in planning and quality teaching. Communication and literacy is well supported, with good use of books and stories. The childminder successfully promotes children's speech and is particularly skilful in encouraging children to talk about their play. For example, when building a model zoo, children say "we have to have a roof to keep the animals dry". Children have highly consistent and effective support for problem solving and numeracy. Frequent questions are asked during play about shapes and sizes, and what is "next to" and "on top of". Children have a wide range of creative activities and planned art crafts, where they make items with paper; and enjoy cutting and sticking. Children also have expressive role play, dress-up as pirates and pretend to be animals and dinosaurs. Children's knowledge of the world is promoted through the introduction of travel and transport themes. Children learn about the countries where animals live and that you can also see them in a zoo. Children greatly enjoy seeing the visiting squirrels that come to the outdoor play area to feed and take nuts. This also prompts

children's interest and further learning about the world.

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

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| 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

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| 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 | 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

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 1 |
| 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 | 1 |

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Annex B: the Childcare Register

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| 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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