

Inspection report for early years provision

Unique reference number	138081
Inspection date	15/11/2011
Inspector	Patricia Edward

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 registered in 1997 and lives in a house in the London Borough of Merton. The childminder lives with her husband and two children of whom one is an adult. The whole of the ground floor area is used for childminding purposes. Children have access to a secure garden for outdoor play. The childminder holds a National Vocational Qualification to level 3 in children's care, learning and development.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for a maximum of six children under eight years at any one time, and of these, three may be in the early years age range. Currently there are five part-time children on roll, all of these all are in the early years age range. The childminder supports children who learn English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has created a welcoming, safe, relaxed and inclusive environment for children. The broad range of activities provided help children to make good progress in their learning. Partnerships with parents and all who work with the children are a key strength and significantly contribute to children's development. Overall, self-evaluation procedures successfully support continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop systems to continually review and improve the quality of the learning, development and care.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities in relation to child protection and is familiar with the procedures to follow if she has concerns about a child. Children are cared for in a safe and secure environment as the childminder has a secure understanding of her role in promoting their safety and welfare. A range of written risk assessments are routinely conducted in relation to the home, garden and when out and about. This helps to ensure children are not exposed to hazards, in the home and when on outings.

The childminder is committed to developing and improving her practice and regularly attends training and workshops to develop her understanding of the Early Years Foundation Stage framework. The childminder has highly positive and professional relationships with all parents. This is developed through the in-depth settling-in period which includes visits to the child's home to ensure children settle with ease. Parents are extremely well informed about all aspects of the provision. The extensive range of written policies and procedures relating to her practice are shared effectively with them. The childminder provides parents with questionnaires to enable their significant involvement in the evaluation of her practice. These detail numerous positive comments. She is highly committed to working in partnership with other settings the children attend, and is proactive in obtaining information from nurseries to compliment the planning and activities the children carry out in her care. This ensures children's continuity of care and maximises their learning potential.

Children are cared for in a well-organised, warm and welcoming environment, where they access a good range of activities which cover all areas of learning. These include a large range of books, construction and creative activities. All toys, resources and equipment are suitable for their purpose, in good condition and are regularly checked for any damage. The childminder has a good knowledge and understanding of equality and diversity. All children have regular opportunities to take part in all activities and play situations to promote this and are beginning to be aware of the local community and the wider world. The childminder demonstrates a commitment to continuous improvement through ongoing training. She is able to identify areas for further development, although she does not have secure systems to continually review the quality of the learning development and care.

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

Children are making good progress towards the early learning goals. The childminder plans and provides interesting play opportunities which enable children to become active learners, achieve well and have fun. They have a good relationships with the childminder and their peers. They play extremely well both independently and with the close support of the childminder. Children benefit from good opportunities which support them in developing skills for the future. For example, young children enjoy investigating the textures and sounds of a range of musical instruments. Children engage in a wide range of physical activities. Daily outings support their understanding of the value and importance of fresh air and regular exercise. Good hygiene routines such as regular hand washing and using individual hand towels and flannels reduce the risk of cross-infection. The childminder's positive and warm relationship with children nurtures their well-being and encourages their use of their home language. This results in children being relaxed and secure, confidently using keywords in their peers or their own mother's tongue.

Children's communication and language skills are developing well and they are becoming confident communicators. The childminder is proactive in developing and encouraging this in a variety of enjoyable ways. For example, children are involved in engaging conversations and access to books, including audio books. Their early writing skills are encouraged as they make marks, and children are beginning to learn the sounds of letters. Observations and assessments of what the children can do are regularly completed. This information is then used effectively to promote and plan for children's learning across all areas of development. Parents are extremely well informed of their child's progress. All children show a strong sense of security and feel safe and emotionally secure in the setting due to the effective settling-in procedures.

The childminder has devised a range of menus to ensure children enjoy healthy and nutritious home cooked meals. Children enjoy meal times and more able children take pride in laying the table with cutlery, which enables them to foster their independence. The availability of plenty of fresh fruit, fresh drinking water and good personal hygiene routines supports children in adopting a healthy lifestyle.

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	1
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	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