

Inspection report for early years provision

Unique reference number	EY429579
Inspection date	16/01/2012
Inspector	Linda Close

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 2011. She lives with her husband and three children, who are aged two, six and eight years. The family home is a second floor flat in a low rise block, located in a residential road in the London borough of Wandsworth. The whole flat is used for childminding apart from one child's bedroom. There is no garden available but the childminder takes children to a playgroup, parks and play spaces in the local area.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for a maximum of three children under eight years at any one time, of these, two may be in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are calm, safe and secure in the care of the childminder. Children make good overall progress in their learning through a generally well balanced range of activities. The childminder has established a good working relationship with parents and carers, which helps her to provide continuity of care. She evaluates her work effectively overall. She is eager to improve and extend her knowledge and skills through attending worthwhile training courses.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to handle everyday materials, for example, melting ice or chocolate or cooking eggs.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children. She keeps a record of risk assessments for her home and outings, taking appropriate steps to keep children safe. These include keeping the front door securely locked, using a safety gate to prevent children access to the kitchen and carrying out a daily indoor check to ensure children cannot access cleaning materials or sharp objects. She has a child protection policy in place that she shares with parents.

The childminder welcomes visits from local authority development workers, who assist her in evaluating her work with children. She takes prompt action to put

their valuable advice and guidance into practice; for example, adding detail to her documents and securing places on worthwhile training courses. She reviews her work and looks for ways to improve.

The childminder has a wide selection of good quality toys, which are stored so that children can access them easily. The childminder takes children out in the local area to develop their knowledge and understanding of the world around them. She makes good use of local children's centres to enable children to enjoy the company of others. The childminder finds out how to greet children in their home language. She shares her own culture and customs with the children, including story telling and national dress.

The children benefit from the childminder's links with outside agencies. She makes good use of partnership working to ensure that her provision meets the individual needs of the children in her care. She liaises with nursery school staff to find out how to support children's learning while they are in her care. This includes helping children with counting and recognising the letters of the alphabet.

Parents take home a daily diary. This provides them with information on what their child has eaten and activities they have enjoyed. They also have access to a scrapbook containing examples of children's work, photographs and notes so they are aware of their child's learning opportunities and progress. Parents complete a useful monthly feedback document for the childminder. These show that they value her work and are pleased with all aspects of care provided. In particular, they praise her for developing children's listening skills and supporting potty training.

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

Children are relaxed, confidently choosing story books and favourite toys. They recognise the clear boundaries the childminder sets for good behaviour and respond to her well. Children listen when she talks to them about sharing and taking turns fairly. They smile happily when rewarded with warm praise. Children are calm and fully involved in their play, showing they feel safe. They are helpful when it is time to put toys away.

Good hand washing routines are followed and explained to the children. They talk about healthy food choices during snack and meal times. These discussions and routines help children to learn the importance of a healthy lifestyle. Children enjoy regular trips to the park and toddler group, which provide them with space and large equipment for healthy and energetic play.

The childminder gives children time for free play, which she balances with adult led activities. She ensures that the activities she provides help children to make progress in most aspects of all six areas of learning. Children are gaining clarity of speech. The childminder speaks to them clearly and listens patiently to what children have to say. The childminder offers writing materials and praises children's

first attempts at writing. She shows them how books work, talking about the pictures and indicating the text while reading aloud. She takes every opportunity to help children count to ten and they show a keen interest in counting. Children play freely with battery operated toys, eagerly pressing buttons to see what will happen. Overall, children are developing skills that will help them in their future learning.

Children learn about the world around them during outings to interesting places. For example, they go to the local fire station where they talk to the fire officers and climb on the fire engines. Children talk about the weather with the childminder and visit the park to learn about nature. However, the programme of activities does not include enough opportunities for the children to handle and explore everyday materials, such as ice or cooking ingredients.

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