

Inspection report for early years provision

Unique reference number	EY250349
Inspection date	07/02/2012
Inspector	Rebecca Hurst
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2003. She lives with her husband and three children aged 14, 13 and two years. The family live in a two bedroom, split level, first floor flat in Balham, London. The area is well served by public transport and the childminder lives within close proximity of the underground stations and shopping area. Children have access to the sitting room, kitchen/diner, bathroom and one bedroom.

The childminder may care for no more than two children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll of which two are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because the childminder creates a stimulating, safe and secure environment. Children are valued and supported to make the most of their abilities, making good progress. Generally diversity is promoted. The childminder evaluates her provision well, using the views of the parents. She seeks to improve the learning opportunities provided, working towards the best possible outcomes for children. As a result, the childminder has a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- plan a wider range of activities to develop children's knowledge and understanding of diversity

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and how to safeguard the children in her care. Risk assessments are in place for both the home and for outings which enables the childminder to keep the children safe. Well placed stair gates stop the children accessing areas without an adult being present. This further enhances the children's safety. Regular fire drills take place which enable the children to be aware of what to do in an event of an emergency.

Good supervision of the children when they move around the home further enhances their safety and well being.

Resources are well displayed to allow the children to self select, enhancing their independence skills. Children have daily access to resources that teach them about equality and diversity. Currently children only learn about Christian festivals and not wider festivals and celebrations from around the world. Recent training for the childminder has included child protection. The childminder is keen to keep her knowledge up to date through regular training opportunities.

The childminder is able to clearly highlight her key strengths in her provision and the areas she wishes to work upon, through an effective self evaluation process. The childminder works with the views of the parents to shape the activities and service she provides, providing a responsive provision. The childminder works well with the school the children attend and share information with them and extends activities at home with what they have learnt at school. The childminder completes daily diaries for the parents to see what the children have been doing for the day. Pictures are also included which allows the parents to see what fun they have been having. The childminder meets the parents every six months to discuss the progress the children have been making and to update all contact forms.

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

Children are happy and settled and have their individual needs met by a caring childminder. The good use of resources and activities allow children to become inquisitive and independent learners. The children have their self esteem and their confidence nurtured through constant praise from the childminder. Children enjoy snuggling up to the childminder during the day and they gain reassurance from her. The good use of open ended questions allows the children to think about what they are doing which enhances their learning and development. The children behave well and are good at sharing resources with each other and helping one another when tidying them away.

The childminder has well written observations in place for the children in her care. All observations are linked to the six areas of learning and the childminder evaluates these well to show what the children have learnt. The next steps of learning show how the children are being progressed with their learning and development. The children are making good progress with their learning and development given their starting points. The childminder is skilled in making sure the activities promote children's development in all six areas of learning and offer sufficient challenge to them and help them to gain skills for the future.

Children play in a hygienically clean home where they are taught good hygiene practices. Children are learning why they need to wash their hands and have fresh drinking water at hand through out the day. The childminder provides freshly cooked meals for the children and they thrive in her care. The children enjoy trips to the local parks and one o'clock clubs where their physical development is

enhance through the good use of large play equipment. The good supervision of the children and the reassurance from the childminder allows the children to feel safe whilst in her care.

The children thoroughly enjoy playing and exploring the play dough. The children choose the colours they would like to play with and the cutters to use. The children take their time to roll out the dough and with help from the childminder they push the cutters into the dough to make different shapes. Throughout the activities the childminder is talking to the children about what they are doing, the names of the shapes they are using and the names of the colours. The children enjoy talking to the childminder about what they are doing and their language skills are enhanced through questioning from the childminder and repeating the names they are hearing. Children also enjoy playing musical instruments. They have a wide selection to choose from and the childminder sings songs for the children to play along to. They also enjoy joining in with the movements to the songs and show great excitement at the end of the song with their screams of delight. This all aids the children's learning skills for the future.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----