

Inspection report for early years provision

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Inspection date	22/02/2012
Inspector	Linda Coccia
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 2007. She lives with her husband and three children aged 12, 14 and 16 years in the London Borough of Sutton. The ground floor of the home is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time; of these, three children may be in the early years age range. The childminder is currently minding four children in the early years age range; of these, three are in full-time education. The childminder walks or drives to local schools to take and collect children. She attends local toddler and childminding groups. The childminder holds a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively meets the needs of children and she has a good working relationship with parents. The environment is welcoming and children have access to a wide range of quality toys and equipment so that their enjoying and achieving is good. The childminder has addressed a recommendation from her last inspection to increase resources and activities which provide children with positive images of current society. Overall, she evaluates her provision effectively and has identified some further areas for improvement. This shows she is able to maintain effective, continuous improvement of her provision for children.

What steps need to be taken to improve provision further?

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

- enhance systems to obtain children's views about the provision to further extend the effectiveness of self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage and organises her setting well to meet the requirements. She provides parents with up-to-date information regarding her procedures to safeguard children. She has recently updated her written, child protection policy. She carries out regular, comprehensive, risk assessments of the premises and toys, as well as assessing different venues she attends with children. Her recording systems work well and her attendance, medication and accident records are up-to-date. The childminder

holds a current, paediatric, first aid certificate. She has good procedures in place to help limit the spread of infection when children are unwell. Through use of good safeguarding procedures, children's well-being is effectively promoted.

The childminder has used feedback from parents to help her carry out simple but effective self-assessment. She also consults with other childminders and obtains some views from children. The childminder has identified a number of areas for improvement. She has acted upon some, while others remain as future plans. For example, the childminder has implemented developmental records for children who are not in full time education. She has plans to attend future training courses and workshops. The childminder has obtained more puzzles and books, which provide children with positive images of diversity. These help children learn that all people are different. The childminder has a good understanding of equality issues, so that she provides an inclusive service for all children. The childminder has arranged her home into different, play areas so that children move freely around. Children can access their toys easily from low-level boxes and drawers. The childminder makes good use of local amenities for children. By participating in regular outings, children get a good understanding of their local community.

The childminder has good partnership working with a playgroup which children attend. She regularly discusses children's progress with their key persons and records the conversations in children's developmental records. She also takes time to exchange information with teaching staff, when collecting children from school. The childminder's effective partnership working ensures that children receive good support. Parents report that the childminder is reliable and friendly as well as competent and conscientious so that they discuss any issues with her. Parents are provided with much verbal and written information. They report that their children receive lots of stimulation and learn many things which they talk about at home. They also state that their children are reluctant to leave the childminder at the end of the day and want to know when they will be attending next. Because regular discussions of their needs take place, children receive consistent care.

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

Children effectively happily chatter to the childminder as they play, confiding details about their siblings and parents. They show good levels of confidence as they talk to visitors and select toys and activities. The childminder's good procedures for enrolment allow children to settle in at their own pace. Children show they feel safe as they move freely around, by their manner and through their conversations about their home lives.

Children thoughtfully initiate their own play. They are proficient in using age-appropriate puzzles and construction toys which help to develop their problem solving and reasoning skills. They enjoy cooking activities, which they imitate in their role play. They explain how they make pizzas and about healthy toppings they choose. Children are creative with everyday items. They make trumpets from kitchen roll, which can also be used as telescopes, and busily draw their own

pictures. They love story times, as they select books for the childminder to read and enjoy the closeness of cuddling up to see the pictures. Children know what comes next in many of the stories and can't wait to turn the pages to see if they are right. Children like to play hide and seek with the childminder; the premises are very safe, which allows children to be alone for a few minutes while the childminder hides. They are robust in searching and the childminder is soon found. The childminder effectively supports children's play. She challenges their understanding and suggests ways to extend their enjoyment. This makes children inquisitive and interested learners. It also ensures they develop a good repertoire of skills for the future. Children's developmental records are evaluative and show the areas of learning covered in each activity. The childminder identifies children's next steps to help them develop. She plans a wide range of activities each month that provides variety and interest, though the next steps do not always fully inform the planning. The childminder checks the progress children make by using early years guidance for comparison. She regularly shares this information with parents. Overall, children are making good progress towards the early learning goals.

Children practise good hygiene and self-care procedures. They help wash the fruit they eat for snack times and can help prepare sandwiches. Children have choices in what they eat and are offered food which is healthy and nutritious. Because they enjoy their meals, children have good, eating habits and routines. Children accompany the childminder to a number of physical play venues, where they use large foam blocks or larger static equipment to develop their skills using large equipment. They also understand about the effects of the sun on their bodies when playing outdoors and explain why they need to wear sun hats. Many activities are also available in the childminder's large garden, including those to extend children's physical skills. Because the childminder uses good procedures to promote healthy eating and active play, children effectively adopt healthy lifestyles. Children understand the childminder's good rules regarding their desirable behaviour. They know they need to keep themselves and others safe. For example, children explain why they must remove their shoes when using the soft sensory area at the local children's centre. Children are regularly involved in practising the childminder's emergency evacuation procedures. They also discuss and practise road safety as they walk to and fro from school. Because the childminder challenges children about safety issues, they can talk about the rules and how to stay safe. All children receive regular praise and encouragement from the childminder and, as a result, have an enjoyable experience at the setting.

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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