

Inspection report for early years provision

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Inspection date	21/03/2012
Inspector	Ann Moss
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.

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 was registered in 1989. She lives with her husband and one adult child and two children aged 13 and five years in Wandsworth, close to schools, parks and public transport links. The whole ground floor of the childminder's house is used for child minding with toilet facilities on the first floor. There is a garden available for outdoor play. The family has small caged pets.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding two children in this age group. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from an environment which is inclusive for all. Partnerships with parents are sound. Children make good progress in their learning, overall. The childminder is beginning reflect on her practice, but self-evaluation is not yet effective. Future plans are limited but are likely to bring about some continuous improvement to the provision.

What steps need to be taken to improve provision further?

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

- use assessment to give a summary of a child's achievements at a particular point in time so that their progress can be tracked against the early learning goals
- gain further understanding of self-evaluation (or reflective practice) in order to confidently identify aspects of the childminding service that are done well, and those aspects that might be improved, so as to promote good outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder has sound systems in place to safeguard the children in her care. She has a sufficient knowledge of safeguarding children procedures and knows where to seek support, if necessary. She underpins her practice by maintaining and implementing a suitable range of written policies and procedures including safeguarding and complaints, although these do not reflect the current framework. The quality of risk assessments and actions taken to manage or eliminate risk are

effective. An emergency evacuation drill is in place, and practised with the children. The childminder holds a paediatric first aid certificate that is updated every three years. She has clear systems in place for the recording of any accident, incident and the administration of medicine, which are shared with parents.

The childminder organises her environment to make resources accessible to all. Children benefit from a designated playroom with children's artwork and photograph freely displayed. This gives them a sense of belonging. Resources are of good quality, suitable for the ages of children and used well to support their learning and development. The childminder has a good knowledge of each child's background, and promotes inclusion for all children through keeping of records of each child's individual needs. She observes and photographs children at play and records these in scrapbooks supported by notations. The childminder extends children's learning through skilful, natural questioning, and by implementing a good balance of adult led activities. However, their next steps are not consistently recorded to fully ensure children's progress can be tracked against the early learning goals. Children learn about diversity through discussion, books and play materials that reflect positive images of culture and disability. All toys and resources are equally accessible to all children.

Partnerships with parents are generally well established. The childminder gives parents' information about their child's achievements and the type of activities they take part in on a daily basis. This helps to promote continuity of learning at home. Parents comment that 'communication is excellent; this means that we are well informed, know what to expect and are happy'. The childminder has built effective links with other provisions where her minded children attend. She regularly shares information and uses this to promote children's learning, development and well-being. The childminder is beginning to monitor her provision to improve outcomes for children. Future plans are limited but are likely to bring about some improvement to the provision.

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

Children show a strong sense of security as they play and explore independently. They use a wide range of different recourse in a safe, supportive and caring environment. This promotes their confidence to practise and acquire new skills. The childminder follows children interests and extends their learning. This is done through natural questioning and by implementing a good balance of adult-led activities. Children welcome the input of the childminder, who is ready to support their play, when invited. Children demonstrate a close relationship with the childminder and there is a good sense of fun. Children enjoy activities across the six areas of leaning and the childminder takes them on regular outings to the park, library and toddler groups.

Children enjoy a wide range of creative activities, for example, they model with dough and make their creations, which they proudly show to adults. Children have lots of opportunity to solve problems. For example, they complete puzzles, build

and construct. They naturally introduce numbers into their play and with confidence correctly count two groups of numbers. Children build on their language skills through the good quality interactions with the childminder. They have access to a range of books, rhymes, music, songs and stories to further support language for communication. Children learn about the natural environment. For example, when a child asks the childminder if a crow has teeth, she suggests that they use the internet to find out. Children learn about communication, information technology through meaningful experiences. For example, with support of the childminder, a younger child is able to switch on a battery-operated toy. This helps to develop skills for the future. Children join in and play well together, they respond well as they share and take turns, developing good social skills.

Children learn to adopt a healthy lifestyle from a very young age. For example, they know to wash their hands before eating and after messy play, although they use a shared towel. There are opportunities for children to improve their health and well-being through regular exercise and playing outdoors and participate in activities such as planting and growing. Children are beginning to learn about healthy eating through activities such as cooking and some food choices offered by the childminder. Children access drinks freely. They are aware of their own needs and confidently ask when they would like their drink refreshed. Children learn how to calculate risk and manage their own safety well. For example, the childminder reminds them to stand still when they are helped to stand on a stool. Children understand the reasons for the fire drill procedures and talk confidently about how this helps to keep them safe.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 07/04/2012
- develop a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 07/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the requirements of the compulsory part of the Childcare Register (Arrangements for safeguarding children, Procedures for dealing with complaints) 07/04/2012