

Inspection report for early years provision

Unique reference number	EY434666
Inspection date	02/04/2012
Inspector	Lindsay Farenden

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 has been registered since 2011. She lives with her husband, one adult child and three children aged 13 years, four years and one year in Wallington in the London borough of Sutton, close to parks, schools and bus routes. The childminder lives in a house and there is access to a toilet on the ground floor. The whole the childminder's house is used for childminding, except for the second floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years, of whom one may be in the Early Years age group. She is currently minding one child in this age group on a part time basis. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to toddler groups and takes children to the park regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children relish their time in this relaxed childminding setting. The childminder provides effective care and learning opportunities to promote children's emotional, social and intellectual capabilities. The childminder recognises and values the uniqueness of each child and provides an overall inclusive service. Good liaison with parents and other settings children attend ensures children's care and learning is strongly promoted. The childminder has a good knowledge of her strengths and has identified areas which she plans to develop to further promote positive outcomes for children.

What steps need to be taken to improve provision further?

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

- develop children's understanding of difference and similarities further, for example, by increasing the range of resources which reflect positive images of diversity

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding children within the childminding setting. The childminder has a good understanding of child protection issues and of the procedures to follow if she has concerns about a child. Adults living in the home have been fully vetted to ensure they are suitable to be in the presence of children. The childminder is vigilant about children's safety and carries out robust risk assessments both inside and outside of her home. She maintains fire safety equipment and has a written evacuation procedure. She practises fire drills with the children, so they become familiar with what to do in the event of an emergency. Children learn to keep themselves safe as the childminder continually reminds them of how to cross the road safely and reinforces this through information from the children's traffic safety club to which she belongs. Overall policies and procedures are used effectively to promote the welfare and safety of the children.

The childminder provides children with a very good range of good quality and up-to-date toys and books. These are attractively stored in boxes on shelves in the lounge. Children's independence is encouraged well as they actively make choices about what they play with, building on their natural curiosity as learners. Children's understanding of difference and similarities is developing as they access a small range of resources and books which reflect diversity.

Children's care and learning is enhanced by the childminder's enthusiasm and commitment to her work. Although the childminder has not carried out a formal self-assessment, she has identified aspects of her provision that she plans to develop and has committed to attending further training to continually improve the outcomes for children in her care.

The childminder strives to provide a service that is inclusive for all children. During the settling-in period she gains information from parents about their child. This helps her to focus on each child's individual needs and to support his or her learning. Daily verbal and written feedback to parents keeps them very well informed about their children's progress, routines and activities.

Photographs included in each child's daily diary shows parents how much the children are enjoying activities in the setting. The childminder has developed a detailed profile about her service which is shared with the parents. Letters from parents at the time of the inspection show they think highly of the childminder and how their children thoroughly enjoy attending the setting. The childminder builds up good relationships with other settings that children attend and passes on any messages from staff to the parents. The childminder provides activities to complement other provisions they attend to effectively enhance children's learning and progression.

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

The childminder's warm and welcoming home environment ensures children's strong sense of belonging, high levels of security and contentment. They form close relationships with the childminder who has a lovely rapport with the children. Children quickly settle on arrival and straight away go and choose what toys they want to play with. They use their imaginations very well, as they enjoy dressing up and pretending to feed dolls and taking them for walks. Children take real pleasure in practising their writing skills on an informal basis, with the childminder's support on how to form different letters. Children show a great interest in books which they access themselves and like looking at them by themselves and with each other. Children develop early technology skills as they explore electronic toys which help them to learn numbers, shapes and colours. Children express themselves creatively through a good range of mediums, such as painting, sticking, drawing, music, sand play and cooking activities.

The childminder is perceptive to children's interests during self-initiated play and uses questions very successfully to support children's numeracy and language skills. Observations by the childminder monitor children's achievements and this information is used to plan activities to help each individual child move on in their next step of learning and development. Overall children develop a wide range of skills for their future well-being. Children behave well because the childminder is very attentive to their needs and because they are constantly engaged in purposeful play. She offers lots of praise to develop their confidence and self-esteem.

Children are developing very good awareness of what constitutes a healthy lifestyle. Physical activity is given high priority with the well equipped garden being a great source of activity for the children. This is supplemented with visits to parks and soft play centres. Children receive nutritious meals which they eat with relish. They recognise their own needs as they easily access their drinking cups. Children play in a very clean home, in which the childminder gives high priority to hygiene procedures. The childminder holds a current first aid certificate and has a well stocked first aid box. This ensures her knowledge of treating minor injuries is up to date and can deal with any accidents in a prompt manner.

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

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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