

Inspection report for early years provision

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Inspection date	24/04/2012
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 2004. She lives with her husband, two adult children and her mother-in-law, in the London Borough of Lambeth. The ground floor of the childminder's house is used for childminding. There is an enclosed garden available for outdoor play. The local parks, schools and shops are within walking distance. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time; of these, three may be in the early years age range. The childminder currently has four children on roll who are aged between two and seven years; of these, one is in the early years age range. Children attend on a full-time or part-time basis. The childminder attends local toddler groups and the library with children. When working with one assistant, the childminder may care for a maximum of nine children under eight years and six of these may be in the early years age group. When working with two assistants, the childminder may care for a maximum of 12 children; nine of these may be in the early years age range at any one time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe, secure and very happy in the care of the childminder, and their individual needs are well met. They enjoy a good range of adult-led and independently chosen activities, which help them to make good overall progress in their learning. The childminder has established an effective relationship with parents and the information that the adults share successfully promotes continuity of care and learning. The childminder evaluates her service effectively and she makes sure that any areas of weakness identified at inspection are promptly improved. She is eager to keep abreast of current thinking in childcare and early learning, demonstrating a good capacity for continuous improvement.

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 develop their skills relating to information and communication technology.

The effectiveness of leadership and management of the early years provision

The childminder is well informed about safeguarding issues. She keeps her policy and procedure documents in good order to share with parents, so that they understand her responsibilities. She displays relevant information for parents, so

that they can contact the regulator if they have any concerns. She conducts daily visual checks and more detailed risk assessments of her home. She takes steps to keep children safe, including keeping the outer door secure, the installation of a safety gate at the foot of the stairs and the safe storage of cleaning materials. She makes sure that children are safe when she takes them out in the local area. Her public liability insurance is current and her paediatric first aid training is up to date, so that she can care for the children appropriately if they have an accident.

Self-evaluation is informal but effective. The childminder strives to maintain good standards in most aspects of her provision. She takes steps to keep her knowledge of childcare and early years education up to date through personal study and training courses. She brings her knowledge and experience of the Montessori philosophy of teaching to her work with children. She has developed and updated her provision to ensure that her systems meet the requirements of the Early Years Foundation Stage. She now provides, for example, worthwhile imaginative play resources and opportunities for children. The childminder is particularly keen on promoting healthy eating for children and she has recently attended a relevant training course to support this interest. She has a good capacity to secure continuous improvement.

The childminder has set aside a large, well-lit room as a dedicated playroom. She has a very wide range of good quality toys, books, Montessori resources and boxed games, which are suitable for babies and children up to eight years. She has arranged many pieces of equipment on low-level shelving, so that children can make independent choices. Children can sit, play or eat in comfort at low-level tables with matching chairs. They can sleep peacefully in a quieter room nearby. The childminder also provides a very spacious carpeted room for children to enjoy energetic dance and play. Children sometimes play with battery-operated toys to gain early confidence and awareness of technology. However, their access to these is a little limited and not all toys have working batteries.

The childminder expresses her willingness to take advice and support if children have disabilities or if they experience learning difficulties although she has not been called upon to take such advice recently. She understands the need to work in partnership with other settings children attend when the need arises. The childminder works well in partnership with children's parents. She finds out important information at the time of registration about children's dietary needs and about any allergies or other health issues they may have. She carefully meets the individual needs of each child. The childminder recognises when children are tired and encourages them to take a rest. The childminder is bilingual and she very effectively promotes children's learning in English and in their home language. She also works hard to help children to learn about other cultures and customs. The childminder actively promotes politeness, good manners and respect for everyone.

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

Children show in their happy smiles and their relaxed body language that they feel safe and secure with the childminder. They confidently select their favourite toys and they firmly reject any toy that they do not want with equal confidence. Children are very affectionate towards the childminder. They give her hugs and flutter their eyelashes against her cheek to give her butterfly kisses. The childminder is very attentive towards the children and she makes sure that their feeling of safety is well founded.

Children are successfully learning to adopt a healthy lifestyle with the childminder. They learn from an early age that energetic play is good for you and that clean hands are necessary before eating. They select their snacks from a range of healthy options, which include cherry tomatoes, grapes, fresh carrots and cucumber slices. The childminder plans a menu for four weeks at a time and she always provides home cooked food using fresh ingredients. She includes mildly flavoured Asian dishes and tasty meals of European origin as part of her initiative to introduce children to a range of tastes and food from different cultures.

Taken overall the children are developing the skills that they need for future learning. They are making very good progress in the development of their spoken language in both English and in Gujarati. The childminder speaks clearly and she introduces and explains new words as children play and they listen attentively and often repeat her words. The childminder and the children look at picture books together and they identify objects and colours. The childminder provides children with writing materials so they can make their first attempts at writing and the marks they make on paper are firm. Children show a keen interest in shape and colour and they accurately sort and match coloured beads. They are learning to count aloud and numbers on display around the playroom to show them how numbers are written. Some of the children's toys provide opportunities for them to explore what happens when buttons are pressed.

Children show their imagination when they are involved in free play with small toys. They carefully select dolls that are the right size for the toy buggy and they know which ones will fit into the toy chair. They take the dolls for a walk and carefully negotiate any obstacles. They particularly like a large bus, which they fill with figures and then push along the floor while making engine noises. The childminder gives children many good opportunities to engage in sensory play. They feel soft, hard, rough and shiny surfaces and handle toys and many resources made of wood and fabric. The childminder is particularly successful in promoting children's independence. They learn from a very young age how to put on their outdoor coats and how to spread soft cheese on crackers and feed themselves. They are very helpful when it is time to tidy up the toys.

The childminder takes careful note of what children do and say. She identifies what they have achieved and she plans ahead so that the activities children experience help them to make good progress. The childminder shares her observations of the children with their parents. They comment that their children are very happy with

the childminder and they are welcomed into a warm, inviting home environment.

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	3
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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