

Inspection report for early years provision

Unique reference number	EY437617
Inspection date	08/05/2012
Inspector	Lorna Hall
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 registered in 2011. She lives with her husband and three-year-old child in the London Borough of Merton, close to shops, parks, schools and public transport links. The childminder's home is a two bedroom ground floor flat, with direct access to a garden for outdoor play. The childminder uses the whole flat for childminding.

The childminder is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. She may care for a maximum of three children under eight years at any one time; two of whom may be in the early years age range.

There are currently two children on roll; one of whom is in the early years age group. The childminder offers support for children who have special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an extensive curriculum across the six areas of learning and children are making good progress towards the early learning goals. The childminder is very knowledgeable and committed to the care and development of young children. Partnership with parents and other early years providers is good. Most of the records required for the safe and efficient management of provision are up to date and meet requirements. However, the childminder does not always meet all the legal requirements relating to documentation. Overall, the childminder's systems of self-evaluation and reflective practice support and secure continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep an accurate daily record of the children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 21/05/2012

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

- strengthen systems of reflective practice and self-evaluation to clearly identify the setting's strengths and priorities for development, in partnership with the involvement of parents, children and other settings that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust and the childminder's written policy has all the required information. The childminder liaises with the appropriate childcare agencies to ensure any safeguarding concerns are dealt with correctly. Children are additionally safeguarded because the childminder carries out comprehensive risk assessments within the home and for outings. Most of the records required for the safe and efficient management of provision are up to date and meet requirements. However, the childminder does not always maintain the record of children's attendance sufficiently, which is a breach of a specific legal requirement.

The childminder enjoys a positive relationship with parents and has developed effective systems to keep them informed about their children's care and learning. Thorough procedures ensure they receive information about the business arrangements, progress reports and policies and procedures. Parents are complimentary about the childminder's service. The childminder seeks their views through questionnaires.

There is good support for children who have special educational needs and/or disabilities. The childminder works in partnership with parents to successfully meet children's individual medical needs. The selection of resources positively promotes children's understanding of diversity and different cultures. Linguistic diversity is valued and children have use of books printed in other languages. Quality learning resources are effectively deployed and promote an environment conducive to learning. For example, children are able to help themselves to resources stored in a low level cupboard.

The childminder is motivated, enthusiastic and committed to the care and learning of young children. She is also committed to her own self-development and regularly meets up with other childminders and attends training when she can. This enables continuous improvement. The childminder uses effective methods to reflect and review her service. Strong links exist with other settings the children attend, which promotes consistency in learning. The childminder reflects and reviews her service through an effective self-evaluation process overall; however, currently, she does not involve others in her evaluation to enhance the quality of provision for all children.

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

Children make good progress in a stimulating environment where learning is based on their individual learning style. As a result, children engage in interesting activities across the six areas of learning. For example, cooking activities promotes their mathematical, creative and early science development. They also develop a

good understanding about capacity, time and change. For example, they measure ingredients and closely observe the changes that take place when wet ingredients are placed in the oven. Children achieve and enjoy because they can see what is available and initiate their own play. Children are very secure and demonstrate a strong sense of belonging, which allows them to explore the world from a secure base. For example, they closely observe mini beasts in the garden. Quality interaction from the childminder helps the children develop a positive attitude, feel valued and develop effective strategies, such as reasoning with each other. Therefore, children make a positive contribution, behave well and work harmoniously together. Older children take ownership of their behaviour and take delight in reminding the younger children about the house rules.

Children build secure relationships with the childminder and frequently approach with a book for her to read to them. The good support children receive from adults ensures they have appropriate resources to extend their learning through spontaneous play. Children understand that print carries meaning, enjoy one to one reading sessions with adults and confidently use phonics to sound out unfamiliar words. Meal times provide good opportunities for them to problem solve, as they match their cutlery and plate. Children explore numbers through interesting wall displays and they complete complex number games. Children enjoy interesting opportunities to learn about the world around them. The childminder takes the children on visits to the park and children play in the garden. The childminder goes the extra mile to promote and extend the children interests in Dinosaurs through art and practical activities, such as visits to the Natural History Museum.

Children show excellent understanding about what constitutes a healthy lifestyle and wash their hands without prompting from adults. They clearly understand this helps to minimise the spread of infection. For example, they say they wash their hands because they do not want to get a cough. Children enjoy healthy snacks and meals. They take part in many cooking activities and choose healthy toppings for their pizzas. Children enjoy interesting opportunities to be active as they walk to and from school and enjoy regular outings to the parks. To improve their coordination and control, they skilfully manipulate and safely handle a paintbrush. Space is very well organised to enable children to explore. For example, they can enjoy quite story time in the lounge.

Children demonstrate a very good understanding of safety and safely carry items such as water in small bowl from the sink to the table. The walk to and from school promotes their understanding of road safety. Rigorous risk assessments promote the children's safety indoors and outdoors. The childminder uses books well to promote stranger danger, and to help children learn how to keep their bodies safe. Regular fire drills ensure all the children know what to do in the event of an emergency escape. Children use small tools, such as scissors safely to cut through thick card. Observations and assessments are consistently up to date and these show clearly how information parents provide about their children's starting point is in use. Children have individual learning journals. These are beautifully supported with pictures of them engaging in activities based on the six areas of learning. Therefore, it is easy for parents to chart their children's progress to the

requirements of the early learning goals.

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	1
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:

- take action as specified in the early years section of the report (Records to be kept) 21/05/2012

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 early years section of the report (Records to be kept) 21/05/2012