

Inspection report for early years provision

Unique reference number	122978
Inspection date	15/05/2012
Inspector	Janet Williams
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 1999. She lives with her husband and two children aged 13 and 15 years in Mitcham, in the Borough of Merton. The premises are located close to shops, school, library and parks. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is an enclosed back garden for outdoor play. The family have two dogs and a hamster.

The childminder is registered to care for a maximum of six children at any one time; of these, no more than three may be within the early years age group. She is currently caring for three children within the early years age group and also offers care for children up to the age of 11 years. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a caring and welcoming environment. The premises are organised effectively so children can choose from a good range of resources and play materials, including those that positively reflect diversity and avoid stereotyping. All this enables children to thrive and make good progress in their learning, overall. The good relationship established with parents promotes children's individual welfare and learning needs. Most welfare requirements are met. The childminder's good self-evaluation identifies future developments to promote the outcomes for children and demonstrates a secure capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure children's record of hours of attendance is maintained at all times (Documentation) 18/05/2012

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

- build on existing systems to consistently monitor children's development, for example, through accurate record keeping.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and has a clear understanding of her responsibilities to keep children protected and safe. Effective risk assessments enable children to be safe in all areas of the home and on outings. In addition, fire drills are practised regularly and recorded. Activities provided are organised well to create a stimulating and interesting learning environment. In addition, children have good opportunities to develop an awareness of different cultures through the recognition of a variety of festivals and events.

The childminder has a range of comprehensive policies, procedures, and most of the documentation that meets the regulatory requirements. Although the number hours children attend are recorded, the record of hours of attendance is not. This is a breach of requirements, but has limited impact on children's safety. The childminder has a positive relationship with parents; she obtains useful information from them prior to the children's placement. This develops her understanding of each child's individual needs. She considers their current interests and uses the information as a starting point to plan for their learning and development. In addition, parental permission for outings and emergency medical treatment is obtained. The childminder clearly respects parents' wishes and shares information about activities completed and children's achievements on a regular basis.

The effective partnership that the childminder has established with other practitioners, promotes children in their learning. The childminder has positive attitudes towards caring for children with learning difficulties and/disabilities and is proactive in addressing issues. For example, she has collated additional information from the children's school to help and support her in promoting their learning skills positively, such as their communication and language. The childminder has a good working relationship with the local authority early years. Her capacity to maintain continuous improvement is good. For example, she regularly attends various training courses to enhance her knowledge of the Early Years Foundation Stage framework in order to improve outcomes for children.

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

Children make good progress in their learning. They enjoy their time at the setting. Fulfilling learning opportunities help to meet all children's needs and keep them actively engaged. Toys and equipment are carefully selected and suitable for their stage of development. The childminder promotes children's awareness about keeping themselves safe within the setting, through teaching them boundaries, such as fitting stair gates to areas they are not allowed to access. The childminder has good knowledge of how to promote children's learning and development, which enables them to achieve their learning goals. Her effective planning relates to children's starting point and capabilities and is evaluated to enable her to move children effectively through each of their stages of development. She observes and

assesses children's progress well. However, systems to ensure consistency at all times are not fully secure.

The warm and trusting relationship the childminder has established with young children enables them to feel emotionally secure. They have good self-esteem and high levels of confidence. Children are happy, settled and well behaved. They listen and co-operate with each other and adults. The effective strategies in place demonstrate how children benefit from consistent praise and encouragement. Older children help in the setting of ground rules. This supports them in understanding right from wrong. The good balance of adult and child initiated play facilitate children in their learning. The childminder encourages all children to participate in the activities provided. This enables children to have equal opportunities to maximise their enjoyment and potential.

Children explore and experiment through a range of well-planned activities that are appropriate for their stage of development. They gain much from being together and through the childminder frequently talking to them children learn to communicate. Children have good opportunities to learn about the world around them. For example, frequent trips to many of the local farms enable children to learn about animals and learn about their local environment. Younger children when spoken to make themselves understood through gesture and smiles. The garden is used regularly providing an environment for children to exercise as they run freely in the open space. This promotes their physical development and provides the foundation for active lifestyles to promote their health. In addition, activities such as art and craft helps children to develop small muscle control, by using paintbrushes and small tools and equipment safely.

The good daily routines enable children to practise and learn about good health and hygiene habits relating to personal care. For example, hand washing prior to meals. Children enjoy varied and nutritious meals, which meet special dietary needs. The good menu plans in place demonstrate children benefit from well-balanced meals, which include a range of vegetables and fruit. Fresh drinking water is available at all times and consideration given to those who are unable to ask for one themselves.

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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