

Inspection report for early years provision

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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 registered in 2011. She lives in a house with her husband and 20-month-old child in Morden in The London Borough of Merton, close to shops, parks, schools and bus links. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The family has two pet cats.

The childminder is registered to care for a maximum of four children under eight years, two 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 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder goes to toddler groups and parks regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is good. Children flourish in this caring setting, where they enjoy many stimulating experiences that promote all aspects of their learning and development. The childminder recognises and values the uniqueness of each child very well and provides an inclusive service overall. The childminder ensures excellent continuity of care for children. She understands the importance of working with other providers involved in children's care and learning and the partnership with parents is a key strength. Careful thought is put into reflecting on the childminding provision through self-evaluation. The childminder constantly strives to improve the outcomes for children in her care.

What steps need to be taken to improve provision further?

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

- enable children's understanding of difference and similarities further, by increasing their access to books and 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. The childminder has attended child protection training and has a thorough understanding of her legal duties and responsibilities with regards to child protection issues. All adults living in the home have been suitably vetted to be in the presence of children. Risk assessments have been undertaken for inside and outside of the home to reduce

potential hazards to children. Fire safety equipment is in place. Fire drills are practiced regularly, so children can be evacuated from the home quickly and safely in the event of an emergency. Children from a young age are taught about road safety on outings.

Children's care and learning is enriched by the childminder's enthusiasm and commitment to her work. She has developed detailed policies to guide her in her childcare practice, which are shared with parents. The childminder demonstrates ambition to continually promote the care and education she provides for children. This is achieved through attending training courses, the use of self-evaluation and responding to questionnaires completed by parents.

The childminder provides children with a good range of toys and resources that are appropriate for their age and stage of development. However, children have access few resources which reflect positive images of different cultures and disability. Children's independence is encouraged well, as they actively make choices about what they play with. This builds on their natural curiosity as learners.

Excellent relationships with parents contribute to inclusion and the meeting of children's requirements very well. Right from the start the childminder encourages parents to share information about their child's needs, interests and development. The childminder texts photographs to parents during the day, so all special moments can be shared with them. Feedback from parent's questionnaires show they think very highly of the childminder and are impressed by all the activities children are provided with. There are currently no children on roll who attend other settings, however, the childminder is aware of the need to work with other settings if the need arises.

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

Children are very happy and content within the childminder's care, in which they demonstrate a strong sense of belonging and emotional security. They show they feel very safe in the childminder's company and have built a warm and trusting relationship with her. The childminder teaches young children the skills of safely using the stairs and managing low steps by themselves, under her close supervision.

The childminder clearly enjoys her role and this is reflected in the high quality of interaction between her and the children. She is very warm and caring towards the children and spends a lot time them helping them engage in play and supporting them in their all-round development. Children eagerly explore the good range of toys set out for them on the floor. They use their imaginations very well as they play with cars and farm animals in a small tray of hay. They thoroughly enjoy playing with musical toys and mastering the art of blowing whistles. Children explore early technology with great interest from investigating toys that require them to press buttons to make different sounds. They develop their problem solving skills as the childminder helps them to fit puzzle pieces together and as

they explore shape sorters. Children adore looking at books with the childminder and enjoy story and song sessions at the library. The childminder encourages young children's language development, by talking to them whilst they play and encouraging them to repeat things she says. Children develop their senses as they investigate many different forms of media, such as sand, water, bubbles, corn flour, dough and paints. Their interests and knowledge of the wider world are enhanced through outings to various places, such as parks, the zoo and farms. Regular visits to toddler groups help to develop children's social skills and further support their development, as activities encompass the six areas of learning.

The childminder makes worthwhile observations of children's achievements which she skilfully evaluates. She then uses this to plan for each individual child's next step of learning and development, ensuring they reach their full potential in relation to their starting points. Each child has their own learning journal, which includes observations of achievements, photographs of them enjoying activities and samples of their art work. These are shared with parents, so they are very well informed of their child's progress. Overall, children develop a good range of skills for their future well-being. Children behave very well because the childminder is attentive to their needs and because they are constantly engaged in purposeful play. The childminder provides an excellent role model, as she talks to children in a pleasant manner and offers lots of praise to develop their confidence and self-esteem.

Children are developing good awareness of what constitutes a healthy lifestyle. They have a wide range of opportunities to develop their physical skills. Children thoroughly enjoy playing in the childminder's garden and laugh happily as they play football with her. They also have fun visiting parks, children's play grounds and soft-play centres. Children receive nutritious meals, which helps them develop healthy eating habits from a young age. Drinks are easily accessible to children and the childminder encourages them to have a drink regularly. The childminder gives high priority to hygiene procedures to protect children's health. She holds a current first aid certificate, which ensures that her knowledge of treating injuries is up to date.

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	1

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