

Inspection report for early years provision

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Inspection date	06/07/2012
Inspector	Gillian Cubitt
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 with her husband and pre-school-aged child in a house in Mitcham, Surrey. The home is close to Morden Park and local shops and schools. Children use one room for play downstairs and one room upstairs for sleeping. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children, two of whom may be in the early years age group. She is currently caring for one child who is in the early years age group. The childminder holds a recognised childcare qualification. She has experience of working as a teaching assistant in schools and nurseries. She speaks Polish and English. The childminder walks to nearby nurseries and schools to take and collect children. She attends children's centres and other childcare facilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's good knowledge of the children she cares for enables her to meet their welfare and learning needs well. Children play in a well-organised, stimulating and safe play environment. As a result, they make good progress in their learning. Good partnerships with parents and a clear focus on close liaison with other providers are in place to support children's individual needs with skill and sensitivity. The childminder evaluates her practice accurately and is enthusiastic to make improvements by clearly identifying areas that may enhance her practice for the benefit of children.

What steps need to be taken to improve provision further?

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

- obtain better information about the starting points in children's learning and involve parents more in planning for children's next steps in learning.

The effectiveness of leadership and management of the early years provision

The childminder's good understanding of all areas of safeguarding children ensures their welfare needs and protection is secure. There are clear written policies that the childminder uses to inform her practice. The childminder's home is also a safe place. This is because she is rigorous in her safety checks through risk

assessments both within the home and when on outings.

The childminder offers children a very inclusive, welcoming home environment. The childminder is able to converse with children in their own language as well as effectively develop their communication and understanding of English. Good use of resources, enable children to learn about diversity as well as develop their learning in all areas of the early learning goals. All toys and activities are bright, attractive and displayed within easy reach for children. The use of good resources enriches children's learning experience. For example, when children visit the zoo the childminder provides posters, books and model animals. This enables children to reflect on the differences and similarities in animals and their habitat when they return home.

The childminder has good relationships with parents. They receive full details of the service together with copies of the policies. The bright notice boards also provide an abundance of information about children's activities. The childminder and parents have friendly daily discussions about the children's day. Parent's complete detailed registration forms and provide detailed information about children's care routines, however, little information is gained about the starting points in their learning. The childminder values parent's comments through discussion although these are not yet fully incorporated into the planning process.

The childminder is establishing good procedures for working in partnerships with others. She has clear systems in place to work with parents and other agencies where children have special educational needs. She also establishes links with staff at children's centres, local nurseries and schools.

The childminder has made very good progress since her registration through effective evaluation of her service. She is enthusiastic to develop her skills and knowledge by registering and participation in available courses. The childminder uses self-evaluation effectively to identify the strengths of her practice alongside her aims and goals for the future.

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

Children are happy and settle well with the childminder. This is because they enter a home that is bright and attractive where child friendly posters and photographs greet their arrival and where they feel safe. . In addition, the childminder's good knowledge of how children learn enables her to plan activities that fascinate and challenge their learning and skills. Low-level tables, drawers and other toys mean that children can access resources easily. There is a good amount of activities led by the childminder which children enjoy. For example, children show excitement when asked if they wish to make a carrot cake. They follow good hygiene procedures and eagerly help the childminder prepare the ingredients. They see how the individual parts such as butter, eggs and carrots help to create a

consistency for a cake whilst mixing them together. The childminder constantly chats to the children through each step so they understand the process. Children also know how to keep themselves safe when in the kitchen because the childminder reminds them about the dangers of the hot ovens. As a result, the childminder carefully places the cake in the oven and children say how it is growing because of the heat.

Other activities include time for listening to stories. Children and the childminder sit on the floor to look at books and listen to favourite stories. Constant chatting throughout develops children's speech and encourages early number and colour recognition. Children show aptitude for counting and good awareness of shape recognition when assembling inset puzzles. The childminder's good understanding of children's individual personalities promotes effective behaviour management. Children develop a sensitive awareness of diversity and an understanding of the needs of others. Through gentle reminders, children learn to take turns and share toys and resources. Children benefit from seeing books in dual languages and many other resources that show children how we are all different. Regular visits to community activities further expose children to how others play in larger settings enabling them to develop confidence in their social skills. Children happily talk about some outings such as being "little explorers" finding mini beasts with their magnifying glasses.

Children begin to develop an excellent understanding of caring for their bodies and personal hygiene. They see posters about health, participate in activities and follow the childminder's exemplary example of healthy living. For example, children participate in gardening, growing vegetables and many cooking activities, which heighten their awareness of foods that are good for them. Snacks introduce children to a wide variety of fresh fruits both home grown and from other countries. Children also exercise daily either in the garden or in local parks. They feel safe to challenge their skills climbing apparatus and practise their dexterity on scooters. At home, children also take part in emergency evacuation exercises, which raises their safety awareness.

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:	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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