

Inspection report for early years provision

Unique reference number	EY441293
Inspection date	02/08/2012
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 registered in 2012. She lives with her husband and adult son in Colliers Wood in the London Borough of Merton. The childminder lives within walking distance of shops, schools, a park and common, a library and transport links. The whole of the property is used for childminding. There is an enclosed garden for outdoor play.

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 one child on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and stimulating environment. Overall, children enjoy a good range of suitable resources and activities that cover all areas of learning. Children make good progress in their learning in relation to their starting points. Effective links with parents contribute to improvements in individual children's progress and well-being. The childminder demonstrates a good capacity for maintaining continuous improvement to outcomes for children.

What steps need to be taken to improve provision further?

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

- increase resources and play materials that provide positive images of diversity to help children become aware of, and embrace, differences, for example, in disabilities.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of child protection issues. This helps the childminder to effectively promote and safeguard children's welfare. She has comprehensive procedures to follow if she has any child protection concerns. The childminder regularly carries out robust risk assessments. As a result, children play, learn and explore safely both indoors and outdoors. There are good safety measures in place to minimise hazards and help keep children safe. For example, the childminder makes the stairs inaccessible to children. The childminder also carries out fire drills with children.

The childminder has all the mandatory records in place to support her in meeting

children's needs. She maintains the records well and keeps them confidential. The childminder improves her practice by attending various training programmes on the Early Years Foundation Stage framework. She effectively evaluates her provision and shows she is well aware of her strengths and weaknesses. She is in regular contact with the local authority. This enables her to keep her knowledge of childcare up-to-date.

The childminder provides a bright, welcoming and well-maintained environment. She organises the space effectively and provides children with easy access to an interesting range of resources. Children enjoy exploring and making choices from the suitably challenging resources stored at their level. However, the childminder only has a few play materials that she can use to help raise children's awareness of a diverse society.

The childminder forms good friendly relationships with parents. She gathers information from them about children's interests, home backgrounds, dietary requirements and individual needs. This enables her to provide a good level of support and care for each child. The regular sharing of information also enhances children's progress in learning. The childminder shares a daily feedback form that gives parents helpful information about their child's welfare and activities. This helps to ensure continuity of care for individual children. The childminder currently has no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with other settings if the need arises.

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

The childminder has a clear knowledge and understanding of how children learn. Her good planning and assessment reflects children's individual needs and effectively highlights how they are learning. Children make good progress towards the early learning goals. They thrive in the homely environment. Children are happy and show they feel safe. They demonstrate a strong sense of belonging and form good emotional attachments with the childminder. Children participate in a good balance of free choice and adult-led activities. Younger children develop their own preferences and make choices for themselves. Children make good progress in the skills they need for their future learning.

Children learn about their environment through stimulating visits to local amenities such as parks and zoos. They learn about different animals and the sounds they make. Young children actively explore their surroundings with curiosity and interest. All children have good opportunities to explore the garden and use their senses. For example, they look at pebbled stones, feel the different textures and pick flowers. They make good use of the open space. They move around freely with good supervision and support from the childminder. Children develop a good understanding of personal safety as the childminder reminds them how to stay safe when outdoors.

Younger children have many opportunities to communicate both verbally and non-verbally using gestures and words. The childminder encourages children to talk and promotes their language skills well. She talks to them using simple words and short sentences. Children learn to count and use numbers as they play. For example, the childminder counts the pegs as she gives them to the children. Children develop their problem solving skills as they use shape sorters. Younger children enjoy listening to music through programmable toys. They move to the rhythm of the music and respond with chuckles and smiles.

Children develop a good understanding of healthy eating from an early age. They enjoy nutritious snacks and regular drinks. Children engage in a wide range of physical activities both indoors and outdoors. This helps to increase their understanding about the importance of regular exercise in maintaining a healthy lifestyle.

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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