

Inspection report for early years provision

Unique reference number	138149
Inspection date	27/10/2011
Inspector	Lorraine Sparey
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 1996. She lives with her adult son in Wimbledon, in the London Borough of Merton. The whole of the ground floor is used for minding which includes a downstairs bathroom, the spare bedroom on the first floor is used for children's rest. There is an enclosed garden available for outside play. The childminder takes the children to use local amenities and the park on a regular basis.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of four children may attend at any one time, of these, three may be in the early years age group. The childminder currently has two children on roll who are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and developing positive relationships with the childminder and each other. They participate in an adequate range of play and learning opportunities supporting their interests. However, information the childminder gains from her observations is not always used effectively to plan the next steps in children's development. The childminder has a basic understanding of the Early Years Foundation Stage framework; however, her knowledge of the learning and development requirements is limited. As a result the childminder is not able to ensure children are making the maximum progress in all areas of their learning and development. The childminder implements some systems to evaluate her practice, but these are not fully effective which limits her capacity to maintain continual improvement.

What steps need to be taken to improve provision further?

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

- develop systems to review and assess practice in order to improve the quality of children's learning, development and care and secure continuous improvement
- use assessment to plan the next steps in each child's developmental progress and regularly review this approach
- develop a better understanding of the Early Years Foundation Stage requirements with regards to learning and development to provide well planned experiences that are enjoyable and challenging.

The effectiveness of leadership and management of the early years provision

The childminder has adequate knowledge and understanding of how to safeguard children. She attended a child protection awareness course in 2010 and has a basic understanding of potential concerns. The childminder has policies and procedures that she shares with parents. She knows what action to take in the event of a concern regarding children's welfare. She undertakes risk assessments and demonstrates how she assesses potential risks and minimises them to promote children's safety. Children are cared for in a safe and secure environment.

The childminder has some sound systems to monitor and evaluate her practice, such as liaising closely with parents to gain their views. She asks children which activities they particularly enjoy and any outings they would like to go on. However, these systems are not sufficiently rigorous to ensure all areas that require development are addressed in order to promote more positive outcomes for children.

The childminder has a good range of resources, although currently due to work being undertaken within the home these are not easily accessible to children. She rotates toys to provide them with choice and maintain their interest. The childminder provides appropriate levels of support and uses the space available within the home to support children's welfare and learning.

The childminder develops positive relationships with the parents and provides an inclusive setting that appropriately supports equality and diversity. She maintains required documentation, such as contracts. She gathers information about children's individual backgrounds and needs, such as comforters and any dietary needs. The childminder shares information with parents about their children's progress. Parents' letters report the childminder provides a 'Caring and loving environment and always provides feedback'. Another comments 'Our child has settled well and the childminder has contributed to this'. The childminder is aware of procedures to follow in the event of a child attending any other early years' provision to ensure a shared approach to their learning. These will be implemented when the need arises.

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

Children are confident and settled in the childminder's homely environment. They participate in a range of adult led and child initiated play and learning opportunities. Children experiment as they make cakes and decorate them, creating different faces. They thoroughly enjoy their efforts as they eat them after their lunch. Children develop their own ideas as they act out familiar roles with dolls and pretend they are going shopping. The childminder has a basic awareness of the Early Years Foundation Stage framework. However, with regard to learning and development requirements, the childminder is less secure. Although she

completes observations she is not familiar with the different areas of learning and therefore cannot fully monitor children's progress. The information she gathers from her observations is not always used effectively to plan challenging learning opportunities to maximise children's development. The childminder places a high emphasis on encouraging children to learn their numbers, colours, shapes and their name and address, in readiness for school. She encourages children to talk about the shapes of the containers as they put away the magnetic letters, and about colours and numbers. Children are developing good relationships with the childminder and each other. A child cuddles the childminder saying 'You're my best friend'. This helps children develop skills for the future.

Children follow generally appropriate hygiene routines. They wash hands before participating in cooking activities. Parents provide the food and the childminder supports children's independence, providing them with their own plates, cups and cutlery. Children exercise in the fresh air through walks in the community and visiting the local park. Children develop appropriate safety awareness as they cross roads. A child tells the childminder 'I hold your hand to cross the road', when the childminder asks what next the child states 'I look right'. The childminder praises the child. Children's behaviour is appropriate for their age and stage of development. They are learning to be polite and considerate to each other. They are developing understanding of good manners and how to behave when sitting at the table to eat their lunch. Children have some opportunities to learn about the wider world and its diversity as they talk about various festivals, such as Chinese New Year. They learn how the seasons change through visiting the park throughout the year. The childminder encourages them to recognise how the leaves change colour and fall off the trees when autumn is coming.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----