

Inspection report for early years provision

Unique reference number	EY101117
Inspection date	11/02/2011
Inspector	Lorna Hall
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 2002 1987. Her home is a flat in a low rise building located in a residential road in the Colliers Wood area of southwest London. The local authority is Merton. The childminder lives with her husband and three children aged 13 years, 11 and six years old.

The childminder is registered to care for a maximum of five children under 8 years; of these, not more than 3 may be in the early years age group, and of these, not more than 1 may be under 1 year at any one time. The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. There are four children on roll one child attends afternoon nursery at the local school and one child attends before and after school.

The childminder collects children from the local school and goes to children centres regularly.

The childminder takes the children out on a daily basis to Childminder drop-ins and other child play activity centres.

She is a member of Merton Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of care is good. A well developed knowledge of each child's needs promotes their welfare and learning in most areas. Children are successfully safeguarded and secure and enjoy visiting places in their local community, such as the Childrens Centre. The partnership with parents and others delivering the Early Years Foundation Stage is a key strength and is a key strength and is significant in making sure that information about the children's learning is passed on to school. The childminder is yet to improve systems to keep a record of complaints and also of her Self evaluation. The childminders good use of resources within the community, secures improvements and sustainability.

What steps need to be taken to improve provision further?

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

- develop system to record complaints 17/02/2011

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

- develop system to record self evaluation

The effectiveness of leadership and management of the early years provision

Children are successfully safeguarded because the childminder has a good understanding of the signs and symptoms of safeguarding. She has comprehensive information to refer to should she need to record or report any concerns. Records required for the safe and efficient running of the service meets requirements and promotes the children's welfare. Risk assessments are carried out and outings are also included in the risk assessment.

There is a strong emphasis on working in partnership with parents and they receive daily information about their children's learning and development. The childminder has a brochure style portfolio with her policies and procedures that she shares with them. Flexible settling programmes ensure that the parents pass on relevant information about their children's routines. Parents are involved in their children's learning and contribute to transition record. The childminder has a clear understanding about Ofsted's complaints procedure and her responsibility to keep parents informed. She is, however, yet to develop a formal system to record complaints in line with requirements.

The childminder is motivated and passionate about her work. Links with others, such as the early years and the Children's Centre enables her to seek advice and access appropriate training. She also runs a weekly childminding group and sees this as a way to keep abreast of changes in her field of work. This ensures sustainability. Links with schools are well established to promote consistency in care and education.

Although the childminder involves parents in the self evaluation process, she is yet to develop formal systems to record this. The childminders good knowledge and understanding about community resources enhances the service she provides and secures improvement and sustainability.

Children are well behaved and polite, consequently they build good strong relationships with adults and each other. They extend a warm greeting to adults.

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

Children make good progress in their learning and development because the childminder has a good knowledge and understanding of the Early Years Foundation Stage. This enables her to plan and deliver interesting activities within the home and outdoors. Resources are effectively organised to promote the childrens independence and curiosity. They are fully supported to enjoy their learning and the childminder seizes every opportunity to extend their learning

especially during story time.

Children enjoy and achieve in their learning because there are ample opportunities for them to make a positive contribution. They build strong relationships with adults and the other children. The childminder communicates with them on their level and engages them in conversation about their play. As a result children are confident to ask for favourite activities and younger children point to the toy cupboard and attempt to open it. The environment is relaxed and conducive to learning activities are presented on the children's level and they make good use of space. For example, they are happy to play with free standing equipment in the hall way. Children have a voice and regularly engage in conversation about changes in their routines. Children explore colours and textures; they mix paint and manipulate malleable materials, such as play dough, to create models.

Observations and assessments are recorded under the six areas of learning and follow a theme. The childminder is skilled at identifying gaps in the children's learning and set appropriate targets. She records and shares detailed information with parents about the children routines and the activities she provides. During discussion, she discussed the next step in the children's learning and how she will record the information in the learning journals. Children's learning and development is enhanced through regular visits to the local Children Centre and childminders groups.

Children take responsibility for their health and wash their hands without prompting from adults. Every day they have opportunities to enjoy the fresh air and engage in a wide range of outdoor activities. Daily walks to and from school provide opportunities for children to learn about road safety. Children's health is promoted because effective systems are in place to ensure they receive the correct treatment and advice in an emergency. Children enjoy fresh fruit at snack time and parents provide healthy food for their lunch.

There is a high emphasis on safety; consequently, proper fire detectors are fitted and electrical and gas appliances are checked to ensure they conform to safety standards. Parents give consent for regular outings and the childminder carries the children's contact details with her on outings. Within the home safety devises are fitted so the children can move around freely and safely.

The childminder strives to provide an inclusive environment. Consequently, all the children have equal opportunity to access resources. Through, books small world people and dressing up clothes children learn about other cultures and customs. Children's progress in technology is developing well and older children use the computer to carry out simple programmes. There is good support for children and families who have learning difficulties.

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	3
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	3

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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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