

Inspection report for early years provision

Unique reference number	EY265309
Inspection date	22/02/2012
Inspector	Sandra Jeffrey
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 was registered in 2003. She lives with her husband and two children aged 16 and 12 years old, in the London borough of Merton. The downstairs of the house is the main area used for childminding. Sleeping and bathroom facilities are on the first floor and there is also a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for three children between one year and eight years old, all of whom may be in the early years age range. There is currently one child in the early years age range on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a relaxed and welcome environment and meets children's welfare and learning needs well. She has a good understanding of the children's individual requirements, and is developing a good knowledge of the Early Years Foundation Stage framework. Consequently children's learning and development is progressing well. Warm and trusting relationships are fostered, therefore, enabling children to feel safe and secure. Overall, suitable systems are in place and result in generally effective communication with parents, carers and others involved of the care of the children. The childminder reflects on her practice and shows a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the observation and assessment systems of children's achievements and ensure they are effectively linked to the six areas of learning and the expectations of the early learning goals
- further develop existing partnerships with parents to enable parents to actively contribute to their child's learning and development records when planning children's next steps
- consider additional ways to maintain a regular two-way flow of information between other providers involved in the care of the children; for example nursery school staff.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in relation to safeguarding children and ensures parents are made aware of her responsibilities in relation to reporting any concerns. She has attended recent safeguarding training to ensure her knowledge of protecting children is in depth and up to date. She has the required guidance and contact details and a comprehensive written policy in place.

Children's safety is further promoted because the childminder implements efficient risk assessments; both in the home and when out with the children. Written records are kept of these risk assessments, enabling the childminder to review and evaluate them. In addition, regular emergency evacuation drills are practised with the children and smoke alarms are tested on a weekly basis. These efficient precautions all help to promote the children's safety and well-being.

The childminder holds a valid paediatric first aid certificate and keeps relevant documentation that promotes children's good health and wellbeing; such as, medication records and written consents from parents to seek medical advice or treatment for children in an emergency.

The childminder organises her home to maximise children's comfort and enjoyment and children evidently feel at ease in the child centred environment. Children are able to independently select from a good variety of well maintained resources, which support their play and learning well. The home is well presented and has selection of children's posters and pictures; including some of a multi cultural nature; creating a homely environment where all feel truly welcome.

The childminder has a positive attitude towards diversity and gathers information relating to children's individual needs and parents wishes; to ensure she supports their unique requirements. The children have access to a good range of resources, which promote a positive view of the wider world and increase children's understanding of diversity and differences.

Children with special educational needs and/or disabilities are welcome at the setting. Whilst the childminder has limited experience of caring for such children, she described how she would meet their needs, in close working partnerships with parents and others involved in their care and development.

Parents are kept generally well informed about most aspects of the setting, such as plans for the week ahead and their children's activities, through daily verbal feedback. She does not however, always involve the parents in the assessment and planning systems fully.

The childminder has established links with other providers where the children attend more than one setting, although she does not always ensure she gathers information from these settings to further promote children's learning.

The childminder demonstrates good levels of drive and ambition for improvement

in the service she provides. She attends training on a regular basis, with the knowledge that this promotes and enhances the welfare, learning and development opportunities for the children in her care.

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

Children are evidently happy and secure in the setting and exude self confidence in the care of the childminder. They enter the setting with self assurance; immediately making themselves at home, setting up the lounge for the daily interactive role play game of 'schools'. They are secure in the knowledge that they are truly welcome in the home and permitted to take the lead in their activities, with the full support of the caring and attentive childminder.

Children extend their knowledge and understanding of language and literacy, as they 'read' from the excellent range of books to the teddies and soft toys they set out for 'circle time'. They engage enthusiastically in activities such as practising their number recognition and counting skills; when they count the number of teddies and soft toys present and perform simple addition and subtraction tasks, with encouragement and guidance from the childminder.

Children are given good opportunities to take part in a range of messy and creative activities, when they make cards and various other crafts when celebrating various festivals and special days such as Chinese New Year, Easter, and mothers/fathers day.

The childminder makes regular observations of children's achievements and is growing in her confidence in using these assessments to plan relevant experiences for future learning. She ensures activities build on children's existing knowledge and skills and asks them what they want to play with. Children receive constant praise and acknowledgement of their achievements and efforts. They are clearly afforded excellent time and attention by the childminder, who listens with interest as they talk about things that are of interest and importance to them. This builds children's self esteem and enables them to flourish and succeed well in their development.

Children use interactive toys that introduce them to information and communication technology; including a range of toys that aid both number and letter recognition. They engage in physical activities, such as dancing and singing and enjoy leisurely walks home from nursery school, via the duck pond; learning about the world around them with good support from the childminder. Children enjoy trips to local shops, where they help to select the items, identifying shapes and sizes. Children have fun and gain good skills for the future during their time with the childminder.

The childminder actively encourages a healthy lifestyle and provides healthy and nutritious food for the children, including a variety of fresh fruit; which she actively encourages them to try in partnership with parents. Children's personal needs are

successfully promoted as they understand the need to wash their hands after using the toilet and blowing their noses, for instance.

The childminder has a very kind and caring disposition and displays genuine affection for the children in her care. In turn, children are encouraged to be kind and considerate to others and show a strong sense of security and of feeling safe within the care of the childminder.

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	3

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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