

Inspection report for early years provision

Unique reference number	EY307225
Inspection date	15/06/2009
Inspector	Cheryl Walker
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2005. She lives with her partner and two children aged 13 and 10 years, in the London Borough of Sutton. All areas of the house are used for childminding and there is a fully enclosed garden available for outside play. The childminder takes and collects minded children only from her own children's school. She attends local toddler groups, resource centres and takes children to the park regularly.

The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children at any one time, two of whom may be in the early years age range. She is currently caring for three children in this age range, all of whom attend on a part-time basis.

The family have a pet cat, rabbit and some fish.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are confident and content in the safe and secure environment, where warm and supportive relationships have been established. The childminder's strong partnership with parents ensures she knows the children well and provides an inclusive service, by effectively meeting their needs. Welfare requirements are met and children's learning and development is successfully promoted. The childminder reflects on her practice appropriately to continually improve her service.

What steps need to be taken to improve provision further?

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

- continue to develop their systems for observation and planning to effectively identify children's next steps in their learning

The leadership and management of the early years provision

The childminder offers a well-managed provision, where the unique needs of each child are recognised and well met. She is guided by a set of comprehensive policies and procedures and her record keeping is well-maintained. Children are safeguarded due to the childminder's sound understanding of her role with regard to children's safety both inside and outside of the home.

The childminder attends additional training to keep her knowledge up to date. She is keen to continually develop her provision for the benefit of the children and has

become familiar with the Early Years Foundation Stage to support children's learning and development. Recommendations set at the last inspection have been appropriately addressed, improving the provision.

The childminder works closely with parents and provides up to date information about what is happening within her service. Children's individual needs and parents' wishes are respected.

The quality and standards of the early years provision

Children have an enjoyable, stimulating time with the childminder. The play environment is organised with a good range of interesting toys and activities that cover all six areas of learning. Toys and activities are presented to children so that they are able to make independent choices and therefore enable children to become competent and interested learners.

Children are confident, focussed and enthusiastic as they play with the wide variety of activities available to them. They can help themselves to other toys stored at low level and within easy reach. They develop their fine motor and creative skills as they take part in threading pasta onto string to make necklaces and take pride in making a photo frame for Father's Day. They are supported in constructing puzzles and beam with pleasure when these are complete. The childminder guides and assists the children as they play, working together to increase their learning opportunities. Some activities are planned in advance, but children's interests tend to guide the routine, which ensures that they are motivated and interested. The childminder talks to children to enhance their understanding and increase their communication skills. Children are confident and happy to converse with adults. They have good opportunities to develop their social skills as they mix regularly with other children at local groups and resources.

Children's achievements are recorded and observations of them at play are noted so that the childminder is aware of their stages of development. She is developing the observation systems to ensure that she is able to identify children's next steps in their learning journeys and provide sufficient opportunities for extending these.

Children play in a well organised home where their physical health and well-being are a priority. They are encouraged to adopt healthy habits such as good personal hygiene when they wash their hands after using the toilet. Their independence is fostered as the childminder keeps close-by when they use the bathroom, offering support only if needed. They are helped to make healthy food choices as the childminder provides a range of home cooked meals and snacks, taking into account their individual dietary requirements. Children's safety is assured because the childminder checks the home regularly for hazards and recognises potential issues when away from the home. Clear boundaries and discussion help children to learn about their own safety and ways in which they can keep themselves safe, for example about road safety.

Clear, up to date policies underpin the procedures if a child is unwell, as well as how accidents and medication are recorded. All policies are shared and agreed

with parents on an on-going basis. The childminder works closely with parents to ensure that there is two-way communication, where all parties are able to share achievements or concerns with confidence.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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