

Inspection report for early years provision

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Inspection date	09/09/2010
Inspector	Lindsay Farenden
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 has been registered since 2006. She lives with her husband and one child aged five years, in the London borough of Sutton. The whole of the childminder's house is used for childminding. Children are cared for and play on the ground floor and only go upstairs to sleep and use the bathroom. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years, of whom two may be in the early years age group. There are currently three children on roll the early years age group, who attend various days of the week. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall quality of the provision is good with some outstanding aspects. Children flourish in this setting where they are treated with a great deal of respect and kindness by the childminder. Children's individuality is recognised and nurtured by the childminder who has a very secure knowledge of their individual needs, interests and abilities. The partnerships with parents and other agencies are a key strength of the childminder and contribute significantly to ensuring the needs of all children are met exceedingly well and they receive all the additional support that they need. The childminder has identified aspects of her provision she would like to develop and is committed to attending further training to continually improve her childcare practice.

What steps need to be taken to improve provision further?

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

- continue to develop observation and assessment systems and link them further with the six areas of learning.

The effectiveness of leadership and management of the early years provision

There is a very strong emphasis on safeguarding children within the childminding setting. The childminder has attended child protection training and has an excellent knowledge of the procedures to follow if she has concerns about a child's welfare. Adults living in the home have been fully vetted to ensure they are suitable to be in the presence of children. Comprehensive risk assessments have been undertaken for inside the home and for each individual outing and high

consideration is given to ensure children are safe at all times. Fire safety equipment is in place and the written fire evacuation procedures are practised on a regular basis with the children. Children thoroughly enjoy a visit to a fire station, which further enhances their understanding about fire safety. Children learn to keep themselves safe as the childminder talks to them about road safety, stranger danger and what to do if they ever got lost.

The childminder organises her day very well and children's care and learning is very well enhanced by the childminder's enthusiasm and commitment to her work. Since the last inspection the childminder has gained a level 3 qualification in childcare and has used the knowledge she has gained from this to improve the outcomes for the children in her care. Policies and procedures are used effectively to promote the welfare and safety of the children. All necessary records and documentation are in place, which includes all the required written parental consents. There is a good range of toys which the childminder regularly rotates so children have a wide variety to play with.

The childminder has devised a very detailed profile about her childminding service for the parents to view. She values the role of parents, encouraging them to share what they know about their child before they start and uses this information to ensure each child's needs and routines are met. They are kept very well informed of their child's day and their progress through verbal and written feedback. Letters from parents seen at the time of inspection show they think extremely highly of the childminder and of the childcare provision she provides.

The childminder is totally committed to providing a fully inclusive childminding provision for all children. She welcomes children with special educational needs and/or disabilities into her setting and works very closely in partnership with professionals. Consequently, they make excellent progress in their learning and development.

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

Children are very happy and content within the childminder's relaxed, homely environment in which they demonstrate a strong sense of belonging and emotional security. The childminder clearly enjoys her role and this is reflected in the high quality of interaction between her and the children. She is very warm and caring towards the children and spends a lot of time on the floor with them engaging in their play. Children use their imaginations well as they pretend to bottle feed dolls and push them in play wheel chairs. They enjoy exploring sounds of musical instruments and investigating toys that require them to press buttons to make music and lights come on. Children learn to express their ideas as they explore different forms of painting and craft activities. They develop their senses as they investigate many different forms of mediums, such as sand, water, bubbles, mushy foods, play dough and cooking activities. The children have valuable opportunities to socialise with others and extend their skills when visiting toddler groups and local children's facilities. Children's interests in the wider world are developed

through a wonderful range of outings to places, such as bird world, farms and various parks. Children are developing a good awareness of how to protect the environment as the childminder reads books to them about not dropping litter and helps them to learn about which items are recyclable.

Children participate in a varied and rich range of activities and experiences both inside and outside of the home which promotes children's learning and development very well. She has devised a system to observe what children can do and plans for their next stage of their development. However, these are not fully linked with the Early Years Foundation Stage six areas of learning. Each child has a scrapbook in which photographs and their art work illustrate their achievements. These provide a wonderful record of their time at the childminder's for parents to treasure in the future.

The childminder pays particular attention to promoting equality and diversity. She provides a lovely range of books and play resources which helps children's understanding of diversity and respect for differences. She provides a fully inclusive provision as children with special educational needs are fully included in the outings and activities. The use of sign language is used to aid communication between all children.

Children are developing a very good awareness of what constitutes a healthy lifestyle. They play in the childminder's garden, go on nature walks and regularly visit the parks and soft play centres. Children are given foods that their parents have provided and nutritious, home-cooked meals provided by the childminder. To help children develop healthy eating habits she ensures they are provided with fruits that they enjoy and takes children to 'pick-your-own-farms' where they have great fun digging up vegetables. The childminder gives high priority to hygiene procedures and holds a current first aid certificate.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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