

Inspection report for early years provision

Unique reference number	EY333566
Inspection date	24/03/2011
Inspector	Linda Close
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 the year 2006. She lives in a three bedroom house, in a residential area, close to local bus and train routes in the Colliers Wood area of south-west London. The local authority is Merton. The whole ground floor of the house is used for childminding and children have access to the first floor to use the bathroom and to sleep. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children aged under eight years at any one time and three of these may be in the early years age group. There are currently two children on roll who attend part-time and they are 15 months old and two years old respectively. The childminder sometimes works with another childminder and when working together they may care for a maximum of eight children under eight years and five of these may be in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy with the childminder who makes them welcome and cares for them in a pleasant, safe home environment. They enjoy their play, activities and outings and they are making good progress given their age and starting points. The childminder has formed good partnerships with parents and carers. She invites them to share their knowledge of their children's achievements and particular needs and this information helps the childminder to care for the children well. The childminder evaluates her service to children effectively overall and she makes sure that areas of weakness are prioritised and promptly improved.

What steps need to be taken to improve provision further?

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

- request written permission from parents to seek any necessary emergency medical advice or treatment (Safeguarding and welfare). 07/04/2011

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

- add details of actual times of arrival and departure to existing attendance records
- develop further the planning of activities that are linked to the identified next steps in children's learning.

The effectiveness of leadership and management of the early years provision

The childminder prioritises safeguarding matters in her provision for children. She has attended valuable training courses to keep her knowledge of safeguarding issues up to date. She knows what steps to take if she has concerns for the welfare of the children in her care and her policy and procedure documents are available for parents so they understand her responsibilities. She conducts, records and regularly reviews thoughtful risk assessments for her home, her garden and for each venue that she visits with the children and she takes effective steps to keep them safe.

The childminder reflects on her work and her self-evaluation is good overall. She is eager to provide a high standard of care for the children and in most respects she demonstrates a good knowledge and understanding of her provision. She keeps neat, well organised records for most areas of her work. However, attendance records do not include actual times of arrival and departure and written parental permission for the childminder to seek emergency medical treatment or advice for one child has been left blank on an otherwise carefully completed form. The childminder seeks to secure ongoing improvement through attendance at worthwhile training courses arranged by the local authority and she welcomes the valuable advice given by development workers.

The childminder has a wide range of good quality toys, books and resources which the children find attractive. They have easy access to their toys in a dedicated play area which is furnished and arranged with their comfort in mind. The childminder has many children's books and toys that reflect diversity. Some of the stories are written in English and in other scripts. The childminder also ensures that children meet and play with children and adults from a range of cultural backgrounds at the children's centre and they take part in worthwhile multicultural events including Black History Month.

The childminder makes all children welcome and supports their learning in ways that meet their individual needs. She has not been called upon to work with specialist advisors or therapists as yet but she shows in discussion that this can be required and she expresses her willingness to take their advice and guidance if there is a need. The childminder has established a good working relationship with parents and carers. She asks them to share their knowledge of their children with her when they join her setting. She observes the children and shares her thoughts with parents so that they can work together to support the children in their learning. She has assembled a comprehensive file of information about her work which she keeps ready to share with parents at any time. Parents say they are more than happy with the care that the childminder provides for their children. Some parents are preparing to send younger siblings of children that the childminder has cared for in the past which is a significant demonstration of their confidence in the childminder.

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

Children demonstrate in their happy smiles and in their relaxed body language that they feel safe in the care of the childminder. They are eager to join her and they show no distress when their parents leave. The children confidently explore the childminder's selection of toys and books. They sit on her lap and enjoy a cuddle at feeding time. The childminder ensures that their feeling of safety and security is not unwarranted. She takes steps which include ensuring that they cannot trap fingers in doors, become entangled in window cords or gain access to the kitchen. Smoke alarms and a fire blanket are in place and fire evacuation is practised regularly and recorded.

The childminder will provide healthy meals for the children if their parents wish or they can send food for their children from home. The childminder has a sample menu in her file which shows that the food she will provide is balanced and varied. Her home is very clean and well presented and the children are learning to wash their hands before eating. She encourages them to take frequent drinks of fresh water to maintain their hydration levels and she offers them fresh fruit snacks. The childminder shows in discussion that she understands the need to prepare formula feeds hygienically and as and when they are needed.

The children are very vocal and they are beginning to communicate through gurgles of pleasure and a range of other sounds. The childminder shares books and stories with the children who show an early understanding of how books work. They turn the pages and look at the pictures with interest. Children enjoy mark making with papers and a variety of crayons. Children are learning about colour and positional words through discussions with the childminder as they play. They hear numbers used in song and in incidental exchanges with the childminder. Children show a keen interest in battery-operated toys and they find out what happens when buttons are pressed. Taken together their play and activities help them to gain the skills that will support their future learning.

The childminder is calm and patient in her management of children's behaviour. She tells them gently if they are not to take all the tissues out of the box at once and she uses distraction techniques successfully. The children are happy, busy and well behaved. They show their self-confidence when they offer to share their toys and books with visitors and when they choose toys independently. Children are increasing their knowledge of the wider world through visits to places which include the park, a city farm and shopping centres. The childminder encourages children to develop their small muscles in play with toy trains and construction sets. They take healthy exercise in her outdoor area which is well stocked with rockers and wheeled toys. The childminder observes the children and she notes their responses to their play and activities. She links some of the next steps that she identifies for the children to her planning for the future in order to help them make progress.

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	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	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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