

Inspection report for early years provision

Unique reference number	EY356376
Inspection date	31/01/2012
Inspector	Janet Williams
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 has been registered since May 2007. She works from the home of another childminder in Raynes Park in the London borough of Merton. All of the ground floor except the kitchen is used for childminding. There is an enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of three children when minding alone. She is currently caring for three children on a part-time basis. The childminder regularly works with another childminder. They are currently caring for seven children. The childminders also care for children over eight years of age.

The childminder drops children off and picks them up from the local school, she also takes children to the local library, parks and toddler group.

The childminder is a member of National Childminding Association. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development. Positive opportunities both indoors and out support children's needs and keep them actively engaged. The successful professional relationship established with parents enables children to thrive within the environment. The childminder has a secure self evaluation in place in which clearly demonstrates many of her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- further secure existing knowledge of the Early Years Foundation Stage framework in relation to children's learning.

The effectiveness of leadership and management of the early years provision

Children's well-being is safeguarded and protected through the childminder's clear knowledge of any children at risk. For example, she is able to identify signs and symptoms of abuse, such as, suspicious marks and bruises. The safe and supportive environment enables children to thrive. Good arrangements are in place for risk assessment and are regularly reviewed. All the necessary safety

precautions have been taken to minimise accidents and that areas accessible to the children are free from hazards. In addition children develop an understanding of dangers and how to stay safe. For example, when on outings they learn to be vigilant and how to keep safe through staying within sight and sound of the childminder. Frequent fire drills are practiced this enables children to evacuate the premises safely.

Good learning plans in place support and provide children with enjoyable and challenging experiences across all areas of learning. Although children's learning journals include observations and assessments, they do not fully explain how children are progressing in the six areas of learning. However, the childminder uses details to prepare for the next step of children's learning and development to ensure they achieve their learning goals. Policies and procedures are effective and inclusive for those children who attend. The childminder plans to continue to take effective steps through further improvement in relation to children's learning and developing.

The excellent partnership the childminder has established with parents enables learning to continue at home. Parents are frequently kept up to date about their children's progress. For example, profile details and children's contact book enables parents to comment and exchange relevant information. Parents regularly receive a comprehensive newsletter about activities and future events. This continuously and extensively keeps them up to date about the setting and involves parents in their children's care and education.

Good systems are in place to work in partnership with children's schools and nursery. The childminder has a transition form in which she shares valued information with practitioners, such as, children's stage of development and any welfare needs which effectively contribute to their achievement and well-being

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

Children enjoy their time at the setting. They are happy, settled and confident in their surrounding enabling them to explore enthusiastically. Children are well behaved. Positive behaviour management techniques are used to encourage children to behave in acceptable ways. Children are kept purposefully occupied by a range of stimulating activities inside and outside the home.

The childminder has developed good relationships with children. She interacts in a caring and supportive manner. Good positive interaction enables children to thrive within the environment supporting them in all areas of learning. The separate playroom enables children to self-select items of choice and play in a bright, stimulating environment. The good range of toy resources and equipment provide opportunities for children to use their language and mathematical skills, imagination and to develop social relationships. Older and younger children play well together, interact in the home corner in pretend play, shopping and cooking breakfast. The childminder uses the opportunity to count with the children; they

count how many pieces of toast are cooked in the toaster. This enables the children to learn to count in sequence and contributes to their future life skills. Children continue to benefit from displays, resources and activities of different cultures, ethnicity gender and widens their knowledge of the community/world around. They recently celebrated Chinese New Year, colouring a face of a dragon.

Children frequently throughout the day enjoy the freedom of outdoors. The garden is well organised providing children with opportunities to promote their physical development. For example, sit and ride toys, trikes and scooters. In addition they benefit from outings to the local parks where they can explore and discover nature, such as, bird's feathers, leaves and acorns. These are occasionally collected and used for seasonal projects.

Children's meals and snacks are nutritious to offer a varied, healthy diet. The childminder ensures children's dietary needs are strictly adhered to and provides a sociable setting for meal times. Good routines in place enables children to establish good hygiene habits from an early age. For example, they are reminded or their hands are washed prior to all meals. Drinks are frequently offered and or children can request for one at any time.

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	2
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	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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