

Inspection report for early years provision

Unique reference number	EY376606
Inspection date	02/03/2009
Inspector	Patricia Ann Edward
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 has been registered since 2008. She lives with her partner and two dependent children in the London borough of Merton. All areas of the home is used for childminding purposes. The house is close to local shops and facilities and is within walking distance of transport links. Childminding takes place in all areas of the home. There is an enclosed garden.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She may provide care for a maximum of three children aged under eight. Currently, there is one child on roll, who is in the early years age range. Overnight care is not provided.

Overall effectiveness of the early years provision

Children are making good progress through the Early Years Foundation Stage (EYFS) due to the effectiveness of the childminder, who is knowledgeable in EYFS and of the needs of children in her care. All children are welcomed and their individual needs planned for and met to a sound standard. The childminder is in the process of improving planning to ensure children are provided with specific activities that interest and challenge them to extend their learning. Self-evaluation systems are in the initial stage and enable the childminder to reflect and build on her strengths and provide positive outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop planning and assessment systems to ensure activities are tailored to meet children's individual needs

The leadership and management of the early years provision

The childminder is organised and ensures that her home is a welcoming and safe environment for children to play in. She has up-to-date, clearly detailed, worthwhile written policies and procedures in place, all of which are shared with parents and signed, to ensure they are clear on her practices. This enables parents to work with the childminder in promoting positive outcomes for their children. The arrangements for safeguarding children are good. The childminder has recently completed training in this area and demonstrates a good understanding of the procedures to follow if she has a concern about a child in her care. She has a very clear and detailed policy and this is readily available.

The childminder has completed a risk assessment of her home, garden and regular outing venues and takes appropriate actions to eliminate or reduce potential hazards. Effective routines develop children's understanding of how to evacuate.

The childminder is committed to her ongoing improvement and has taken steps to develop her practice, for example, by accessing appropriate training. Since the registration the childminder has completed a range of courses, which include information to childcare practice, first aid, introduction to EYFS and safeguarding children. This contributes towards positive outcomes for children's welfare and learning. Systems for self-evaluation are in their initial stages and the childminder has an understanding of her strengths and weaknesses.

The childminder shows a good understanding of relating children's play and learning to the new framework for the EYFS. Strong partnerships with parents enable positive relationships to be formed and children's individual needs are met appropriately. Parents are beginning to be involved in their children's learning and development, although planning, assessment and evaluation systems are still in the early stages.

The quality and standards of the early years provision

Children are happy and settled in this warm and welcoming home. They behave very well and show an understanding of the childminder's expectations of good behaviour, for example, children say please and thank you with little prompting from the childminder. They are also aware they need to sit at their highchair when eating. Children learn about good hygiene routines, for example, young children are supported by the childminder in learning about washing their hands. The childminder has realistic expectations of children of different ages. She supports toddlers well, as they learn to socialise when attending local groups, this enables them to play alongside each other harmoniously. She creates a safe environment and minimises risks effectively, for instance, her home and garden are secure so that children cannot leave unsupervised. Toys and play materials are stored where children can reach them safely, which helps develop their independence. Children respond to her encouragement, for example, smiling at her when she praises them for helping to put away toys they have finished playing with.

The childminder provides children with individual time and support. She knows the children well and offers activities to suit their differing ages and abilities. For example, following a discussion with a parent about healthy eating, the childminder organised a fruit and vegetables activity to increase children's love of fruit and vegetables. This is further reinforced by children having opportunities to help plant and tend to strawberries and potatoes that are growing in the garden. Children's knowledge and understanding of the world is further fostered through celebrating a range of festivals throughout the year such as Christmas, Halloween and Chinese New Years. During Chinese new year children used sheets to transform in to dancing Chinese dragons. Children enjoy a range of activities in the garden, such as using buckets and spades in the sand tray and wheeling around wheeled toys. These activities enable children to enjoy and achieve.

Children are making good progress in their learning and development as the childminder has a very good knowledge of the EYFS. She carefully observes children's progress and maintains records of their progress and activities in learning records. The childminder identifies next steps for children's learning,

however, these currently are not used to inform planning. Planning for individual children's needs and interests is still in it's infancy, however, this is shared with parents.

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?	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.