

Inspection report for early years provision

Unique reference number	EY378436
Inspection date	21/01/2010
Inspector	Rebecca Elizabeth Khabbazi
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 was registered in 2008. She lives with her husband, adult son and daughter and two children aged 15 and five years old. The childminder's daughter works with her as an assistant. The family live in a three bedroom house in a residential area of Mitcham in Surrey. The downstairs of the house is used for childminding. A garden is available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under eight years old, three of whom can be in the early years age group. There are currently three children in the early years age group and one older child on roll.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of children's welfare and development effectively. Children are safe and well cared for in her welcoming, inclusive home. Good partnerships with parents ensure that the childminder is familiar with all children's needs and can provide appropriate care. The childminder regularly reflects on the service she provides in order to identify areas for improvement and ensure she is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- ensure observations of children's achievements are used to identify next steps for their learning and to plan a variety of interesting activities and outings to support their progress towards the early learning goals
- obtain written parental permission for children to take part in outings.

The effectiveness of leadership and management of the early years provision

The childminder effectively safeguards children's welfare. She has completed relevant child protection training and knows what steps to take if she has concerns about a child in her care. She keeps all of the required documentation that promotes children's health, safety and well-being. The home is well organised so that children can easily access a variety of resources that support their play and learning and have plenty of space to play. The childminder makes sure she is familiar with the background and needs of all minded children, which ensures she

effectively promotes equality and diversity. She has good relationships with parents and makes sure they are kept up-to-date on a day to day basis. She is also aware of the need to build effective partnerships with other providers should children attend more than one setting. Parents have access to a wide range of information about the setting through the childminder's portfolio and the childminder shares children's observation records with them on a weekly basis. She discusses and agrees all aspects of children's care with parents, but their consent to take children on outings has not yet been confirmed in writing. The childminder evaluates the service she provides and makes good use of support from the local authority, such as training courses and support visits, to continually develop and improve what she does. This means that any areas for improvement are quickly identified and addressed.

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

Children are settled and content in the childminder's home. They make good relationships with the childminder and move confidently around the safe environment. Children learn to keep themselves safe when they join in an experiment about the effect of wearing safety clothing, or take part in a regular evacuation practice. They adopt simple good hygiene routines when they take their shoes off in the house or wash their hands before they eat. They benefit from regular physical activity as part of a healthy lifestyle and enjoy practising their skills on a wide variety of play equipment in the garden.

Children take part in a variety of activities and experiences that support their development and learning. The childminder matches activities to children's interests and needs, which ensures they are keen to take part. Children enjoy some outings, such as to the local park or a play centre, although the childminder has not yet fully developed experiences in this area. At the childminder's home, children happily help themselves to play materials, enjoying a game with the cars or cuddling up for a story. The childminder and her assistant talk to children all the time to encourage their language development, and they listen attentively when children attempt new words. Children make marks as they play, creating a colourful picture in their book. They count and solve simple problems through everyday activities, for instance, counting how many balls they put through the hole during a game or working out where the pieces go in their puzzle. They enjoy building and construction, seeing how high their tower can go, and they use their imaginations as they play with the role play kitchen or take part in a creative activity. The childminder has started to make observations of children's achievements, but has not yet fully developed a system for identifying next steps and using these to build on children's learning.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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	3

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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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