

Inspection report for early years provision

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Inspection date	19/10/2009
Inspector	Denys Rasmussen
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 lives in a house in a central location in the London Borough of Sutton with her husband and two children aged five and two years. Her home is situated close to local schools, shops, parks and transport links. All areas of the home are used for childminding and there is level access to the property with toilet facilities on the ground and first floors. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of four children. She is able to take and collect children from local schools and nurseries. Currently there are two children on roll, one of whom is in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and caring childminder has successfully created a safe, comfortable, stimulating and nurturing environment for the children in her care. She has a secure knowledge of the children's individual needs because of her effective partnership with parents, consequently children make good progress in their learning and development. Her comprehensive policies and well organised environment reflect her inclusive practice. The childminder has made a good start in developing a self-evaluation system. She has started to identify some aspects of her provision that she would like to develop further and her commitment to ongoing training ensures she is continually improving.

What steps need to be taken to improve provision further?

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

- continue to develop self-evaluation systems to assess how well the provision meets the Early Years Foundation Stage requirements.

The effectiveness of leadership and management of the early years provision

The childminder conducts effective risk assessments both indoors and when planning an outing which ensures she takes action to manage or eliminate risks to the children. This ensures the children can play safely. Her clear written policies, strategies and procedures meet all the requirements and ensure the safe and efficient management of her service. She understands her responsibility in safeguarding children and is clear of the procedure to follow if she were concerned about a child's welfare.

The childminder is developing her self-evaluation systems and is committed to continually improving her service to best meet the needs of the children in her care. She has completed all the required training and has organised attendance on

further training to continually update her knowledge base. She has increased her knowledge of fire risk after attending a course, and by researching information on the internet has enhanced play experiences for children by providing a treasure basket.

The childminder makes it a priority to work very closely with parents and others to ensure the children's continually changing needs are met successfully. For example, she took a child to visit a health professional at a parent's request and then agreed the best way forward to support the child. She ensures she has all the appropriate parental permissions and respects the parents' wishes in the care of their child. Her effective two way flow of information, both verbal and written, ensures the parents are fully informed and that parents are key in the decisions made about their child's learning, well-being and development. Parents value the childminder's kind and caring manner and appreciate that the childminder follows the child's home routines rather than fitting their child into her own.

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

Children benefit from the well organised and safe environment where resources are readily available to enable children to self-select and make choices in their play. The childminder uses 'traffic club' activities to teach the children about road safety and they learn to leave the premises safely when the fire drill is practised. The childminder's close and warm interaction ensures children in her care feel happy and confident. She intuitively attends to their needs both physically and emotionally, ensuring they feel safe and secure. The children's self-esteem and confidence are developing in response to the praise and encouragement from the childminder. She is skilled at meeting the differing needs of the children in her care and encouraging them to be kind and gentle with each other. For example, she engages older children by giving them responsibility in helping her with a younger child, such as encouraging a child to perform a puppet show to a delighted baby.

Children are encouraged to adopt healthy habits such as eating a nutritious and well balanced diet which is home cooked by the childminder with fresh produce. She adapts her menu to suit children's individual dietary requirements and preferences liaising closely with the parents and taking particular care when weaning. They talk about what is good to eat, supported by the healthy eating posters displayed in the kitchen at child height. Meal times are relaxed and used as social occasions and the children are encouraged to feed themselves where possible. The childminder protects children's health by adhering to her effective sick child policy and by using paper towels to dry hands to prevent the spread of infection.

The children progress well because the childminder uses her observations and information from parents to respond appropriately to their individual needs and to inform her plans. For example, after observing that a child enjoyed examining texture she introduced new textures such as corn flour to experiment with and discuss. She supports the children's early language skills by encouraging them to sing their favourite songs and by reading to them often. Children sing happily and

particularly enjoy action songs, enthusiastically participating and asking for more. The childminder responds warmly to the babies' gestures promoting positive secure relationships. She encourages their imaginative play by providing appropriate resources and supporting their ideas. They enjoy books and resources that depict positive images of social diversity, such as ethnicity, gender and ability, supporting children to value and respect differences. The childminder offers the children meaningful experiences to promote their growing understanding of the world around them. They examine the flowers in the garden and watch the trees blowing in the wind. They visit local groups where they meet other children and learn to make friends.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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