

Inspection report for early years provision

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Inspection date	26/11/2009
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.

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 lives in a residential area in Mitcham within the London Borough of Merton. The property is a house situated close to local schools and transport services. She lives with her husband and two children aged six and two years. The whole of the property is used for childminding purposes. Toilet facilities are provided upstairs. The front section of the rear garden will be used for children to have outdoor play opportunities.

The applicant is registered to care for a maximum of four children. Currently there are four children on roll, of whom one is in the early years age range. The childminder is registered on the Early Years Register and both compulsory and voluntary part of the Childcare Register. The family have a pet dog; however, the dog is not present during childminding hours and is housed in a kennel in the garden.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child and provides care and education that is aimed at them as individuals. This results in the children's welfare and learning being successfully promoted. The childminder's motivated and ambitious approach ensures she has a commitment to identify aspects of her provision that she would like to develop further. This ensures she is maintaining continuous improvement. Children are able to play in a safe, secure and stimulating environment because of the childminder's effective procedures and inclusive approach. The caring and welcoming environment ensures children enjoy their time with the childminder.

What steps need to be taken to improve provision further?

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

- continue to improve the variety of snacks to ensure they are nutritious, healthy and balanced.

The effectiveness of leadership and management of the early years provision

The childminder has robust policies, procedures and vetting systems in place to safeguard children. Her well maintained records and written parental consents all support children's safety and welfare effectively. She has risk assessed both her home and outings, putting measures in place to keep children safe. For example, all electrical sockets are covered, safety gates are in place and the rug is removed in the front room when children are playing. She understands her responsibility in safeguarding children and is clear of the procedure to follow if she were concerned

about a child's welfare.

Initially the childminder gains important information from parents about their child's starting points which helps her to provide an appropriate environment to support the learning and well-being of each child. The childminder's good knowledge of each child's background and individual needs help her to provide an inclusive environment where children feel valued and parents wishes are respected. Parents have access to comprehensive information about the service provided, for example, all relevant policies and procedures, information about the childminder's family and routine activities and outings. They are kept fully informed daily through a diary and verbal discussions. The childminder is aware of the need to build effective partnerships with other providers if children attend other settings and is more than willing to liaise with other professionals should the need arise.

The childminder has a good understanding of her provision and how it impacts on the children in her care. She has ensured she has attended the required training and has planned attendance on further training to up-date her knowledge base. She intends to complete a level three qualification in education and care, demonstrating her professional attitude. Her good quality resources are presented attractively and are stored to enable the children to make choices in their play. The childminder's self-evaluation and feedback from children help her to effectively identify and address any areas where she can improve. This ensures her provision is relevant to its users.

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

The childminder uses her observations of the children effectively so that activities are well matched to their interests and needs. She understands and knows the children well enough to build on their experiences to help them progress. For example, a child likes to hold on to a telephone as a comfort object and uses this to initiate communication with the childminder. The childminder promotes his well-being by ensuring the telephone is always available to him, particularly when he wakes from a nap. Children feel safe and secure with the childminder because they have close warm relationships with her. She puts great effort into ensuring they feel reassured and comfortable with a flexible settling in process and lots of cuddles. Her home is well organised and free from any undue hazards to enable the children to play safely. The childminder's positive role modelling encourages children to be kind and respect each other.

Fresh air and exercise is an important part of the children's daily routine, encouraging healthy habits. However, the snacks the childminder offers do not always encourage healthy eating. The childminder encourages children to adopt good personal hygiene routines such as washing their hands appropriately or using anti-bacterial gel. She protects their health well by implementing her effective policies and procedures.

Children are taken to groups every day to support their social skills and to introduce them to a diverse range of play opportunities. Their independence is

encouraged at tidy up time and through their choice of activities. The childminder creatively facilitates this through a scrap book; this has pictures of all the play resources and activities available, to enable the children to decide for themselves what they want to play with. The childminder encourages language development through conversation and songs and by responding positively to young children's gestures and non-verbal communication. They enjoy story time and making marks with paint and crayons. Children carefully weigh the ingredients before they bake and are introduced to early calculation through number songs and by sorting and counting objects.

The children have good opportunities to learn about the world around them. They grow tomatoes and mint and search for mini beasts in the garden. They discuss different countries, beliefs and customs by looking at books and watching children's television programmes. Technology is introduced through programmable toys and by using the computer. The childminder is receptive to bilingualism because of her own family experience and would be well able to support children with English as an additional language, particularly if Turkish was their home language.

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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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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