

Inspection report for early years provision

Unique reference number	EY402368
Inspection date	19/04/2011
Inspector	Linda Close
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 was registered in 2009. There is one child in the family who is over eight years of age and attends primary school full time. The childminder's home is located in Barnes in the London borough of Richmond. The whole of the childminder's flat is used for childminding purposes apart from the master bedroom. The childminder's home is a two bedroom flat on the second floor of a low rise residential building. There is no enclosed garden area available for outdoor play but the childminder regularly takes children to the local park and the common nearby. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of four children under eight at any one time and three of these may be in the early years age range. The childminder provides overnight care for one child age from one year to under eight years. There are currently two children on roll aged four years and six years respectively. The younger child is cared for full time and the older child attends part time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and happy in the care of the childminder and they are safe and secure in her home. Children enjoy adult led activities, free play and outings to learn about the local area and the world around them. They are making good progress given their age and starting points. The childminder has established an excellent partnership with parents and carers. The adults work closely to support children in their learning and the childminder's observations and assessments about children's progress are exceptionally astute and informative. The childminder evaluates her work with children effectively and she is dedicated to personal study and training to help her to maintain continuing improvement. The childminder's records of safety checks and records of most risk assessments are conscientiously and accurately kept.

What steps need to be taken to improve provision further?

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

- update the record of risk assessments for outings to include assessments of risks for each type of venue.

The effectiveness of leadership and management of the early years provision

The childminder is dedicated to safeguarding children and she ensures that her knowledge is kept up to date through ongoing training courses and conferences. She keeps contact details to hand so that she will waste no time before sharing

concerns with appropriate agencies if the need arises. The childminder thinks carefully about her work with children and she welcomes local authority consultants who visit to check her systems, review her practise and give advice on ways she can improve. She records fire evacuations and safety checks in the home. She makes risk assessments for every venue that she visits with the children although not all of these are recorded.

The childminder strives to achieve high standards in her work and she identifies useful courses to extend her knowledge and to help her to keep up to date with new initiatives. She invites parents and carers to give her verbal feedback about their perceptions of her work and via satisfaction questionnaires. Parents are very complimentary and they particularly admire the childminder's approach to organisation, her successful behaviour management and her excellent systems of communication. One parent comments that their child is gaining independence and eagerly looks forward to the time spend with the childminder. The information that the childminder provides about her policies and procedures is very comprehensive and clear and her records of observation, assessment and achievement are detailed and very informative.

Children play mostly in the living room which is arranged to provide ample space to play in comfortable surroundings. Toys, books and resources are of good quality and they are plentiful. They are stored where children can access them easily. The childminder has selected books, toys and activities that reflect diverse people and cultures. She involves children in story, dance and cooking activities with an international flavour. Parents are invited to take samples of food home to enjoy at their leisure.

The childminder expresses her willingness to take advice and guidance from specialists if there is a need although she has not been called upon to do this as yet. She ensures that the activities that she provides for children who attend school during the day complement and support their work in school. She involves children in charitable fund raising events including face painting for Easter at a local school. She even shared her own holiday abroad with a small cardboard cut-out character to support a minded child with their school project.

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

The children show in their calm behaviour and relaxed body language that they feel safe in the care of the childminder. They respond to her well when she asks them to take a share in the work at tidy up time. They find no difficulty in asking for the toys and activities that they want. The childminder ensures that their feeling of being safe in her home is not without foundation. She keeps sharp knives and cleaning materials where they are inaccessible to children. Her home is secure and children could not leave unnoticed and strangers cannot enter unobserved. She helps children to understand and follow safe routines for crossing roads.

The childminder liaises with parents concerning suitable food and drink for the children in her care. She plans meals carefully so that the ingredients do not cause an allergic reaction. She produces a detailed menu of tasty, healthy meals and snacks which is displayed for parents. Children wash their hands before eating, they enjoy their food and they eat well. There is no garden at the childminder's home but she compensates well by planning visits to the common nearby and to local play groups so that the children can enjoy energetic play in the fresh air.

The childminder develops children's social skills by taking them out regularly to play with other children. She actively supports the development of their vocabulary by talking to them and encouraging them to sing and chat with her. The children are clear, fluent speakers and they easily make their thoughts and ideas understood. The childminder is gently introducing children to the sounds and shapes of letters in preparation for going to school later in the year. They enjoy mark making activities and they hold pencils and crayons firmly. She counts out loud with them as they play shops and when they are taking steps up to the flat. Children play with battery operated toys and they show in play that they are well aware of cause and effect. Taken together these activities and learning opportunities help children to develop the skills that they need for future learning.

The childminder has developed a particularly valuable system of recording children's achievements and their progress. She keeps very useful observation notes which show how children responded to their activities. She identifies what children have learned and what they need to learn next. She takes this information forward and she makes good use of it when she is planning so that the activities help the children to make progress. She also maintains a simple overview document which provides a clear record of what steps children have taken in each of the six areas of learning. Parents are invited to take their children's records home to read which gives them a good insight into what their children are doing during the day.

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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