

Inspection report for early years provision

Unique reference number	EY415255
Inspection date	04/05/2011
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her husband and three primary school age children in a residential road in Wimbledon in the London borough of Merton. There are shops, parks, schools and public transport within walking distance of the childminder's home. Children are cared for in the kitchen/diner, the lounge on the ground floor and children access the bathroom which is situated on the first floor. There is an enclosed garden for outdoor play which is accessed directly from the kitchen/diner. 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 three children at any one time and two of these may be in the early years age group. The childminder currently has two children on roll who are one year and three years old respectively and both attend part time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and happy in the care of the childminder. They enjoy their play and their outings which help them to learn about the local area and the world around them. Partnerships with parents are good and the information that parents provide helps the childminder to provide continuity of care for the children. Children are making good progress given their age and starting points. The childminder thoughtfully evaluates her service to children and her work is effective overall. She is eager to keep her knowledge and understanding of childcare matters up to date and she is actively engaged in a programme of ongoing training courses.

What steps need to be taken to improve provision further?

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

- extend the records of attendance to include children's full names
- make toiletries in the bathroom inaccessible to children.

The effectiveness of leadership and management of the early years provision

The childminder is well informed about safeguarding matters. She has detailed information to hand to share with parents so that they are made aware of her responsibilities. She knows what signs or symptoms can indicate abuse and she is ready to take appropriate steps if she is concerned about the welfare of the children in her care.

The childminder has compiled a comprehensive file of useful information about her provision which parents read and discuss with her at the time of registration. Parents in their turn tell the childminder all about their children. They ensure that she is aware of any health or particular dietary needs and they complete an 'All About Me' document which gives more information about their child's home routines, achievements, likes and dislikes. The childminder gains all of the required parental permissions in writing for outings, photographs, sun cream application and other important matters. She shares information with parents about their child's day and she creates a file of photographs and observation notes to track the progress of each child so that parents can find out about their learning and development. The adults work well together to ensure that children's needs are met.

The childminder has completed a worthwhile self-evaluation exercise which shows areas of strength and areas where she wishes to extend her knowledge. She has established a good relationship with local authority support staff who help her to identify useful training courses including safeguarding. The childminder checks her documentation and she makes sure that her records meet the requirements of registration although her attendance records do not include children's full names. She maintains detailed risk assessment records for her home, her garden and for each outing that she takes with minded children. She keeps children safe in the home by fixing safety gates in place to prevent unsupervised access to the staircase. Smoke alarms and fire evacuation plans are in place to promote children's safety. The childminder makes sure that no sharp or hazardous materials are accessible to children in the kitchen and garden although toiletries in the bathroom are accessible.

The childminder provides children with a wide range of good quality toys, books and resources which are age appropriate and she arranges them so that they can access them easily. The books and toys reflect a good range of people from different cultures and of different abilities. Children visit local children's amenities where they meet and play with adults and children from different backgrounds.

The childminder demonstrates in discussion that she has a good understanding of partnership working. She liaises effectively with nursery teachers at the local primary school and the information that she gains from them helps her to support children's learning at home. She expresses her willingness to take advice and guidance from outside agencies including health visitors and speech therapists if there is a need.

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

Children show in their relaxed body language and their happy smiles that they feel safe with the childminder. They awake from their morning nap and snuggle up to the childminder who cuddles them and talks to them to help them feel secure. The childminder helps the youngest children to develop their communication skills by talking to them and responding to them when they gurgle happily as they play and

explore their toys. She engages older children in discussions and she listens to what they say with care as this helps her to gauge their thoughts and their level of understanding.

Children take great pleasure in drawing and making marks on paper with pencils and crayons. They visit the local library for story time and to select and return books. They enjoy stories with the childminder who makes good use of books which she chooses with care to appeal to the children's current interests. These include stories about animals and books about animals and their babies which were selected following a visit to a children's farm. The childminder helps children to learn about numbers and counting through playing games and making puzzles. They are involved in useful sorting, matching and counting activities and they often sing songs about numbers including their favourite 'Three little sausages frying in a pan'. Children play with battery operated toys which helps them to learn about cause and effect. The children's activities in early literacy, early numeracy and early information and communication technology effectively develop their skills for future learning.

The childminder has a calm approach to behaviour management. She relies on distraction techniques for little children to redirect their thoughts if they get into mischief. She helps older children to think about the needs and feelings of others through patient explanation and she encourages them to share and take turns fairly. Children are given opportunities to choose and make decisions about what they will play indoors and outside. The childminder asks them to help to put away their toys when they have finished playing with them.

Children are asked to wash their hands before eating to help them to learn about a healthy lifestyle. They sit up to the table to enjoy the social aspect of mealtimes together. The childminder is a keen cook and she provides healthy, balanced, home cooked meals based on fresh ingredients. Her specimen menus are extensive and she tells parents daily what their children have eaten. The childminder encourages babies to move to carefully placed toys and she supports them when they take their first steps. Older children take part in energetic play either in the park, at the 1 o'clock club or in the childminder's garden which is well equipped with a small trampoline, a tree house, a slide and numerous wheeled toys.

Photographs of the children making models and pictures show that they have good opportunities to handle a range of media to explore their own creative ideas. They have made colourful models of an elephant and they enjoy painting and construction play.

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	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	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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