

Inspection report for early years provision

Unique reference number	EY419194
Inspection date	25/05/2011
Inspector	Sandra Jeffery
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 with her husband and three children aged five, 11 and 15, in Tooting in the London borough of Wandsworth. There are shops, schools, parks and public transport links nearby. The childminder uses the whole of the downstairs for childminding and the main bedroom for sleeping arrangements. There is a fully enclosed garden 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 a maximum of three children in the early years age range at any one time. There are currently two children in the early years age range on roll, both of whom attend on a part-time basis. The childminder has over 10 years experience of caring for young children as a nanny.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a relaxed and welcome environment and meets children's welfare and learning needs well. She has a good understanding of the children's individual needs, and a sound knowledge of the Early Years Foundation Stage requirements. Children enjoy their time with the childminder and engage in a good variety of stimulating play opportunities. As a result, they are making good progress in their learning and development overall. The childminder recognises each child's individuality and promotes inclusive practice successfully, in the main. The childminder has established good working partnerships with children's parents and is aware of the need to establish such links if children attend other settings. The childminder is starting to reflect on her practice and shows commitment to continually developing and improving the service she provides.

What steps need to be taken to improve provision further?

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

- extend the resources that portray positive images, in relation to people with disabilities
- extend systems for making assessments of children's progress so that observations are used more effectively to plan future learning experiences
- carry out regular fire drills and keep records detailing any problems encountered and how they were resolved in a fire log book.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities with regard to safeguarding issues, and the steps to take if she has concerns about a child in her care. All adults in her home are suitably vetted and she has a written safeguarding policy and visitors' log in place.

The childminder ensures her home is well organised enabling the children to independently access the varied range of good quality toys and resources. The childminder minimises potential hazards in the home and when on trips and outings by conducting regular risk assessments. She regularly checks the toys and equipment making sure that they are safe and suitable for the children in her care. Generally suitable fire safety precautions are in place, including smoke alarms and a fire blanket. However, emergency evacuation drills have not been carried out as yet with the children. This does not support their understanding of what to do should there be a real emergency.

The childminder keeps relevant documentation that promotes children's good health and well-being; including medication records and written consent from all parents to seek medical advice or treatment for children in an emergency. The childminder also holds a valid paediatric first aid certificate.

The childminder is fully committed to inclusion and values diversity and respects differences, which is reflected in all aspects of her service. Children have access to a meaningful range of activities and resources, including a good range of books, musical instruments and various other artefacts of a multicultural nature. These promote a positive view of the wider world and increase children's understanding of diversity. However, resources that help children's understanding and consideration of others, in relation to people with disabilities, are limited.

Partnerships with parents are well established and ensure children's individual needs are met. Parents are kept well informed about all aspects of the setting and their children's development, through effective daily verbal feedback.

The childminder evaluates her service and reflects on areas for improvement. She understands the value of ongoing training in order to continuously improve the service that she provides for the children and is committed to continual development of her knowledge and skills within the Early Years Foundation Stage framework.

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

Children are cared for in a welcoming environment. They move freely and safely around the areas accessible to them because the childminder has effective safety precautions in place and supervises children closely at all times. Children feel

secure and respond positively to the individual attention they receive from the childminder and show a strong sense of belonging as they spontaneously approach her for cuddles.

Children play and relax in a clean and tidy home, where good hygiene practices are in place promoting their health and welfare. The childminder wears gloves when changing nappies and wipes young children's hands before they eat their lunch, for example.

Children are active and benefit from regular exercise and playing in the fresh air. They visit the local common, parks and play in the childminder's garden. Children's nutritional needs are met appropriately; in partnership with parents. They enjoy home cooked meals with a good selection of vegetables and have access to fresh drinking water throughout the day.

Children take part in a good variety of activities and experiences that promote their development in line with the early learning goals. The childminder has worked as a private nanny and ensures that the children's interests and needs are at the forefront of her planning. She is developing good knowledge of the learning, development and welfare requirements in line with the Early Years Foundation Stage, and uses this to help her provide a suitable curriculum for the children. The childminder makes regular observations of children's achievements which she then uses to think about relevant experiences for future learning experiences. This system is not fully developed as yet, however.

Children clearly enjoy their time at the childminder's and are well occupied and stimulated throughout the day. They enjoy emptying the building blocks out of the box and squeal with delight as they bounce across the floor, for example. They are given opportunities to enjoy art and craft activities such as hand painting and are beginning to enjoy playing in the sand, with good support from the childminder.

Children develop well their early language and literacy skills when the childminder talks to them, reads stories and teaches them songs and nursery rhymes. Early mathematics and problem solving skills are developing well as children are encouraged to count everyday objects such as the building blocks and stacking beakers.

Children have access to several interactive toys that help them develop their skills for the future, including several wind up toys and musical instruments. Children attend a variety of local facilities; including toddler groups, sing-along groups and the library. This enables them to socialise with other children in the wider community and extends their learning opportunities, which also builds their confidence and self-esteem.

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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