

Inspection report for early years provision

Unique reference number	122983
Inspection date	10/10/2008
Inspector	Cheryl Walker

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 1998. She works together with another childminder from the same premises in Wandsworth, occasionally employing an assistant. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. When working alone, the childminder is registered to provide care for four children, three of whom may be in the early years age range. When working with another childminder, they are registered to care for a maximum of six children, all of whom may be in the early years age range.

The ground floor of the property is used for minding, with two dedicated play rooms and kitchen facilities. Children are supervised when using the bathroom on the first floor and have no access to the loft conversion. There is a front garden available for supervised outdoor play.

The childminder takes the children to local parks, playgrounds and other places of interest on a regular basis. She has a Certificate in Playgroup Practice and is a member of the National Childminders Association.

Overall effectiveness of the early years provision

An inclusive and welcoming service is provided. The excellent knowledge of each child's individual needs ensures that the childminder is able to fully promote all aspects of each child's welfare and learning with success. A child centred approach, which supports children during their play, enables them to make good progress in all aspects of their learning. Provision for children's creative development and their emotional well-being are a particular strength. The childminder seeks the views of parents using her service to inform any changes that are made. A developing confidence in the use of self-evaluation and a continual review of the provision ensures future improvement.

What steps need to be taken to improve provision further?

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

- ensure key workers are recorded in the registers

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a written record of risk assessments, clearly stating when it was carried out, by whom, date of review and any action taken (Documentation)

31/10/2008

The leadership and management of the early years provision

The positive partnerships with parents are a key strength and significantly contribute to ensuring that all children's needs are very well met. The childminder works well with families to ensure that she is able to recognise the uniqueness of every child. Parents are encouraged to share what they know about their child, which provides a starting point for progress. Close relationships with parents are established ensuring that they are well informed about their children's progress. Parents are provided with a well written prospectus and clear policies and procedures, which highlight the efficient management of the service. Good systems are in place to ensure that parents are involved in their child's development and learning.

Children's welfare is of high priority to the childminder. Following the last inspection, the recruitment procedures have been improved to ensure that all adults undergo thorough checks in order to safeguard children. The childminder recognises her responsibilities with regard to making sure that children are kept safe. She does this by ensuring that the environments in which children play are regularly checked for safety, though risk assessments are not yet in written form to meet with requirements. Records and documentation are well maintained, though key persons are not currently recorded in the attendance register.

The childminder is committed to providing high quality care and education for children, at a pace that suits each child's needs. Much thought is given to promoting all aspects of children's learning, development and welfare and as a result, children thrive whilst in her care. She regularly attends training courses to update her knowledge and ensures her practice is reflective of the guiding principles of the Early Years Foundation Stage.

The quality and standards of the early years provision

The learning environment enables children to make good progress. Resources are easily accessible to the children. Toys and equipment are stored in clear boxes enabling children to see what is inside. This helps them to make informed choices about their play and enables them to become active learners. The childminder engages in children's play when she helps to dress the dolls. She responds to children's cues for involvement, allowing them to engage her as much or as little as they choose. She is skilful in choosing the right moments to assist children in their activities and interactions with others, to promote their self-esteem and independence.

A flexible routine of both planned and child initiated activities, both indoors and outdoors, results in an excellent variety of activities that provide learning opportunities in all areas of the curriculum. Children thoroughly enjoy the opportunities they have to use their imagination and create games and activities with their peers. Simple resources, such as large cardboard boxes become tunnels, vehicles and hiding places. Children work together co-operatively in their imaginary world.

Daily circle time creates a time for children to talk to each other and to adults.

Children gain confidence and social skills when they discuss their news, recall events, and count how many children are present. The childminder uses this relaxed time to reinforce key ideas and messages. For example, children are taught to be safety conscious through discussion, stories and role play to enable them to become aware of their own needs and the needs of others. All children are included and become involved as much as they choose to.

Children's knowledge and understanding of the environment is enhanced when they collect items of interest from the local park. They bring them back to the setting and discuss their properties. They talk about textures, colours and what happens to the seeds. The childminder uses this spontaneous activity to introduce new words, number and science, covering many aspects of the curriculum.

Children's health is well promoted through good daily routines and clear explanations. Children enjoy healthy snacks and know that fruit is good for them. Nutritious meals and snacks help children develop healthy eating habits from a young age. Outings to the park and local resources, where there is large play equipment, gives children plenty of opportunity to develop physical skills and enjoy fresh air and exercise.

Children behave very well and respond to requests for good behaviour. They understand the clear and realistic boundaries which are set according to their age and stage of development. The childminder is a good role model, praising the simplest of children's achievements to boost their self-esteem and encourage good behaviour. Children develop respect for others through openness and by being valued as individuals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.