

Inspection report for early years provision

Unique reference number	EY430552
Inspection date	10/01/2012
Inspector	Mauvene Burke

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 registered in 2011. She lives with her husband and child aged 14 months in Battersea in the London Borough of Wandsworth. They live in a first and second floor maisonette. The whole of the home is registered for childminding. The maisonette has its own, secure garden for children's outside play. The family has a cat as a pet. The childminder is registered to care for a maximum of four children under eight years at any one time; of these, no more than two may be in the early years age range. She is currently minding three children in this age group. She is registered for overnight care for two children. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well developed knowledge of each child's individual needs helps to ensure that the childminder promote all aspects of children's welfare and learning with success. Children are safe and secure at all times, as effective and comprehensive risk assessments are in place for both indoors and when they are outdoors. Overall, a good partnership with parents and carers contributes to ensuring that the needs of all children are met well. Children make good progress, given their ability, in their learning and development. The childminder has started to self-evaluate her provision and has identified areas for future development, showing good capacity for improvement.

What steps need to be taken to improve provision further?

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

- improve documentation in order for it to accurately reflect children's learning and development under each area of the early learning goals

The effectiveness of leadership and management of the early years provision

Children are safeguarded because of the childminder's secure understanding of child protection issues. The childminder is well aware of what her role and responsibilities are in protecting children from harm. Children are kept safe, both indoors and outdoors, because the childminder conducts effective risk assessments. Action is swiftly taken to manage and eliminate hazards and, as a result, all areas of the home are safe and secure.

Children access toys independently, as resources are organised well. Good quality toys and equipment are fit for purpose and include a good range of natural material, such as toys made from wood. The childminder uses the internet as a valuable resource, seeking out different ways of using her resources and adding to what is already available. This has led her to make a number of sensory toys for babies from recycled materials. These include plastic bottles filled with coloured water, in which she has put, for example, bubbles, glitter and sequins. The resources effectively support children's learning and development. Consequently, children achieve well and their development is good. There are some good resources available which depict people's similarities and differences, such as ethnicity and disability. These help children to learn about other people's backgrounds that are different from their own.

Relationships with parents and carers are well established, ensuring that each child's needs are met. New parents are well encouraged to share information about children's care needs and any emotional issues. They are asked about children's interests though not about their stages in all of the areas of learning. The childminder has a unique way of sharing information with parents and carers. This she does through the use of software which allows her to send detailed information regarding children's achievements electronically. She has also developed her own website, which informs new and prospective parents about her service; this includes all of her policies and procedures. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

Although childminding is only recently started, the childminder has already begun to effectively reflect on her practice through self-evaluation. She is developing a good understanding of the Early Years Foundation Stage framework. She has a well-planned programme of ongoing, learning opportunities to ensure that her skills are consistently updated.

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

Children are settling nicely in this rich and stimulating environment, where the childminder knows the needs of each child well. They are building trusting relationships with the childminder and have formed an attachment with her. Very young children, sometimes, become fretful when she is out of sight. They are quickly reassured when they hear her voice or see her and are settled once again. Children are making good progress in their learning and development which means that they are developing the skills they need for the future. The childminder is aware of what their individual interests are and plans around these. Planning and assessment systems have been introduced and children's learning and development are recorded using different methods. Information obtained from observations of the children is used to plan children's next steps. The childminder is working on checking that all areas of children's learning in relation to the early learning goals are reflected in their development plans. Children benefit greatly

from the childminder's enthusiasm and non-stop interaction and involvement with their activities. As a result, there is a good balance of child-initiated and adult-led play.

Young children are beginning to form relationships with each other as they play alongside one another. They are also beginning to indicate their own needs, as they point at what they want; they reject one toy in favour of another and show a preference for one type of food over another. They are developing their independence through selecting resources and playing alone, independent of the childminder. Their language and communication skills are well fostered, as the childminder constantly speaks and sings to them as they play. They respond through holding 'conversations' through smiles and babbling. Young children's sense of size, calculating and positioning is fostered through the use of different sized boxes, playing games such as 'peek-a-boo' and through puzzles. They are effectively developing writing skills as they make marks. For example, they move their fingers in the water that they have spilled onto the tray of their highchair. They show curiosity as they eagerly investigate and explore their environment. For example, children play with items from the treasure basket, using the potato masher to bang on the stainless steel bowl. They appear to be intrigued as the sound changes when they then bang on the plastic bowl. They show an interest in information technology as they put the childminder's mobile phone to their ear. The childminder helps children to enjoy their food. She provides them with small amounts of different types of food, such as tomatoes, cucumber, pasta and different type of fruits and vegetables. This helps children to acquire new tastes of foods with varying textures. They are making strong and purposeful movements as they reach out for toys that are easily accessible to them and support themselves with resources which help in their attempts to walk.

Children thoroughly enjoy a wide range of healthy snacks and home-cooked, nutritious and well-balanced meals. Fresh drinking water is readily accessible to children throughout the day. Children are cared for in a clean and hygienic environment. They are effectively being helped to adopt healthy lifestyles as the childminder uses their individually named flannels to wipe their hands before eating. Children are learning about safety as they practise regular fire drills. Babies show they feel safe in this environment, as they stop crying when the childminder picks them. They move around confidently in the setting, such as when they crawl after the cat. Children behave well; they respond positively to praise and the childminder is aware of behaviour management strategies that are suitable for their ages and stages. Children have good opportunities to learn about the diverse society in which they live. This is because the childminder provides a range of books, dolls, cooking utensils, material, music and food to illustrate cultures that are different from that of their own.

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	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	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

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