

Inspection report for early years provision

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Inspection date	23/03/2011
Inspector	Sandra Jeffrey
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 1994. She lives with her husband and two sons aged 25 and 17 years. The family live in a three-bedroom house in Upper Norwood, in the London borough of Lambeth. Children have access to all areas on the ground floor and bathroom facilities on the first floor. There is an enclosed garden available for outside play. The family has a pet dog. The childminder is a member of the National Childminding Association. 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 five children under eight years, three of whom can be in the early years age range. There are currently six children in the early years age range on roll, all of whom attend on a part-time basis. The childminder also cares for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcome environment for children in her care and meets the children's needs well. 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. Secure working partnerships with children's parents and others involved in the care of the children helps the childminder to support each child's individual needs. The childminder is able 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 systems for making assessments of children's progress so that observations are used more effectively to plan future learning experiences
- keep records of evacuation drills 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 in place. The childminder minimises potential hazards in the home by conducting regular risk assessments. Risk assessments are also carried out before embarking on outings. Emergency evacuation drills are regularly practised with the children, supporting their understanding of what to do should there be a real emergency. However, records of these drills are not maintained by the childminder, inhibiting her ability to effectively evaluate these drills. The childminder's home is well organised enabling the children to independently access the range of good quality toys and resources. The childminder regularly checks toys and equipment to make sure that they are safe. She keeps relevant documentation that promotes children's health and well-being; including written consent from all parents to seek medical advice or treatment for children in an emergency. The childminder has an up-to-date first aid certificate and well equipped first aid box.

The home is brightly and warmly decorated throughout, which creates a homely environment and the childminder is clearly dedicated to the children which ensures they all feel truly welcome. Inclusive practice is well promoted to meet the needs and interests of the children and the childminder teaches children to understand and respect the differences between people. 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 relating to the Early Years Foundation Stage Framework. The childminder has good relationships with parents. They have access to relevant information about the setting, including policies and procedures. They are kept fully up-to-date with their child's progress through effective daily communication. The childminder has recently requested that parents complete appraisals about the service she provides, as part of her commitment to continually meeting the needs of those using her service. These were sampled as part of the inspection process and evidence that parents are very happy with the service provided. The childminder also establishes relationships with other settings the minded children attend, in order to enable all parties to work together to fully support each child and their development.

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

Children are cared for in a clean and welcome 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. They show a strong sense of belonging as they roam around the setting, making themselves at home and confidently accessing the toys and play materials. The children have evidently formed close bonds with the childminder and respond positively to the care she provides; this fosters their emotional well-being and helps them to achieve to their full potential. Children learn how to keep themselves safe with good support from the childminder and effective use of house rules and boundaries. For example, they are reminded to sit down when eating snacks of banana and raisins, so that they do not choke and are reminded

not to run with socks on in case they slip on the wooden flooring. Good hygiene practices are in place promoting the children's health and welfare. They know to clean their hands before eating and after using the toilet, for example. Good organisation of the toys and play materials enable the children to make choices in their play, which increases their independence and confidence. Children also enjoy regular creative activities, such as art and craft sessions and baking with the childminder. Children are supported in their development of a healthy lifestyle as the childminder ensures their nutritional needs are met appropriately in partnership with parents. Children are active and benefit from daily exercise when walking to local facilities, such as the park, toddler groups and also when playing in the childminder's secure garden.

Children clearly enjoy their time at the setting and are encouraged to form good relationships with each other; as a result, this builds the children's self esteem and confidence. The childminder is developing a good knowledge of the learning, development and welfare requirements in line with the Early Years Foundation Stage, which enables her to provide a suitable curriculum for the children, based on their interests and needs. She provides appropriate activities and experiences for the children and makes regular observations of children's achievements. The childminder then uses these to think about relevant experiences for future learning experiences, but is yet to develop this system fully. 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 explore weights and measures during baking activities for example. Children have access to several interactive toys that help them develop their skills for the future. Children attend a variety of local facilities, which enables them to socialise with other children in the wider community and extends their learning opportunities. Children also have access to a range of toys and activities that actively promote positive images of diversity and equality. They take part in celebrations of various festivals and special days; including recent Chinese New Year celebrations and are currently preparing Easter and Mothering Sunday celebrations with a selection of craft activities. The childminder manages children's behaviour appropriately, providing a good role model for politeness and consideration of others. For example, children are encouraged to use good manners by saying 'please' and 'thank you'. This helps build important personal, social and moral skills, which helps children establish and maintain positive relationships.

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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