

Inspection report for early years provision

Unique reference number	143863
Inspection date	13/09/2011
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 1992. She lives with her husband and adult child in a three bedroom house in the London Borough of Lambeth, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding and children have access to a fully enclosed garden. The childminder has two cats. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of three children under eight years at any one time. She is currently minding three children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder uses her experience of childcare to meet children's individual learning and development needs very well overall. Children achieve and respond well, enjoying a close relationship with the childminder. Most of the necessary records are in place, however, the childminder does not currently meet all the legal requirements relating to exchanging information with parents or to documentation. Effective relationships with parents and carers enable children's individual care needs to be met well overall, and links are developing with other agencies to help support the children's care and education. The childminder makes ongoing improvements to her provision through reflective practice and identifies a number of areas for future development to maintain continuous improvement. Although the childminder makes observations to assess each child's progress, she does not currently match these to the expectations of the early learning goals to fully support children's learning and development.

What steps need to be taken to improve provision further?

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

- obtain emergency contact numbers from parents and provide them with information about the procedures to be followed in the event of a child going missing or if a child is not collected at the appointed time (Safeguarding and promoting children's welfare) 27/09/2011
- make a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 04/10/2011

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

- use observations and assessments of each child's achievements, interests and learning styles, matching these to the expectations of the early learning goals to identify and support children's learning and development more effectively.

The effectiveness of leadership and management of the early years provision

The childminder has been registered for a considerable amount of time and over the years has gained invaluable experience in childcare. She has embraced the Early Years Foundation Stage framework and is using this effectively to ensure that children's welfare is promoted overall. The childminder has a clear understanding of her role and responsibility for safeguarding children. She is aware of the known indicators of abuse and neglect, and keeps parents fully informed about her duty to act in the child's best interests at all times. All adults in the household have been fully vetted to ensure their suitability. The childminder risk assesses the house, garden and outings on a regular basis. However, she does not have a record of these risk assessments, which is an unmet legal requirement. Although this does not have a significant impact on children, it could compromise their overall safety and welfare. Most required documentation for the effective running of the provision is in place and is generally shared with parents. However, the childminder has not obtained emergency contact numbers from parents. Additionally, although the childminder is very familiar with the procedures she would follow if a child is not collected at the appointed time or if a child goes missing, she has not shared this information with parents. These are unmet legal requirements that could compromise children's overall safety and welfare.

Resources and equipment are presented at suitable levels for each child. They make choices about their activities and develop independence in their play. The organisation of the rooms children use contributes to their learning, alongside daily access to outdoor play. The childminder is committed to promoting inclusive practice and values and respects all children. She has also considered ways in which she can promote effective communication with regard to families where English is spoken as an additional language, or where speech and language skills are still developing. The childminder is a reflective practitioner. She reviews her practice effectively and assesses the impact of her systems on children's progress. The childminder has successfully addressed recommendations from her previous inspection and is keen to make further improvements that will enhance the outcomes for children.

Parents are encouraged to comment on their children's development and learning via the shared daily communication book. The childminder diligently records information on a daily basis about the children's activities, behaviour, progress and care routines that take place during the day. The childminder is also aware of the merits of developing effective partnership working with other settings where a child may attend and has developed some strategies to enable a consistent and

complementary approach.

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

Children are welcome in this homely environment where they feel at ease in their surroundings. They enjoy their time and are able to move around freely and confidently to initiate their own play. Children have a warm relationship with each other and with the childminder and enjoy being close to her. They show a real sense of belonging as they increase their self-help skills well and explore the world from a secure base. Children make choices about their learning, as they can access toys and games that are stored in low level containers. They help themselves to equipment that is stored in 'their' storage cupboard, as they get to know exactly what is in there. The childminder's systems allow her to plan and organise activities to enable children to receive an enjoyable and challenging learning and developmental experience. Activities and experiences are planned around the children's interests and incorporated into the six areas of learning. Although the childminder makes observations to assess each child's progress and plan for their next steps of learning, she does not currently match her findings to the expectations of the early learning goals to fully support children's learning and development.

Children show an interest in books and reading and bring these to the childminder to read with them. Spontaneous and everyday activities are used well to help children become confident communicators. They begin to develop basic mathematical vocabulary, counting and problem-solving skills. Their thought processes are enhanced through piecing together simple puzzles or by using shape sorters. Children develop their information communication and technology skills through using various programmable toys. They learn to count and tell the time through counting the number of chimes they hear as the clock chimes hourly. The children are extremely inquisitive and often ask the question 'why?' They are also very imaginative and engage in a range of role playing activities. Children recently made telescopes and treasure maps which they used as they pretended to be pirates. Children are developing their early writing skills as they make marks. They are beginning to recognise the first letter of their name through the use of phonics. Creativity is fostered further through musical activities where children learn rhymes, dance and play instruments.

All children are able to increase their awareness of diversity because they can use and access toys and equipment that reflect other cultures. The childminder uses the local library to enhance her provision of books that promote diversity. Children are learning to keep themselves safe as the childminder constantly speaks to them about safety. She gives them clear reasons as to why they should not do something that may result in them hurting themselves or others. Good measures are in place to promote children's health and well-being as they are encouraged to eat nutritious meals and snacks, access regular drinks independently and adopt very good personal hygiene routines. Children's behaviour is managed very positively as the childminder offers a quiet and calm approach, explaining why

some actions are not acceptable. The childminder is extremely consistent with her positive approach, and as a result, children are aware of what is expected of them. They are polite and respectful, asking the childminder to excuse them when they wish to speak to her, if she is talking. Children learn to share, take turns and consider the needs of others, and as a result of the childminder's consistent and appropriate support, children are developing their future skills well.

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