

Inspection report for early years provision

Unique reference number	143977
Inspection date	25/01/2012
Inspector	Patricia Edward
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 has been a registered childminder for approximately 24 years. She lives with her husband and one adult daughter near to the centre of Brixton, in the London Borough of Lambeth. Minded children have access to the ground floor front room, kitchen-dining area, and bathroom. The bedrooms on the ground floor and the first floor of the home are not used for childminding purposes. There are gardens at both the back and front, which may be used by children under the direct supervision of the childminder. The childminder is registered to care for three children under eight years at any one time. She is currently caring for two children part-time. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of early years practice and uses every opportunity, both in the home and outside the home to promote children's welfare and education. As a result, children make good progress in their learning and benefit from a range of play experiences and opportunities daily. The childminder has identified aspects of her provision that she would like to develop. She is committed to attending further training to help her continuously improve her childcare practice.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation).

03/02/2012

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

- improve the use of observation and assessment to identify and plan for individual children's next steps.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role and responsibilities in safeguarding children. All adults in the house are checked for their suitability. The childminder has a written child protection procedure, which she shares with parents. Since the last inspection, the childminder has revised the complaints procedures to include Ofsted's current contact details. She has made the stairs inaccessible by fitting a safety gate on the ground floor and fitting electrical sockets with covers in the kitchen area. She has also increased her resources and play materials to raise children's knowledge about disability. These measures help to ensure children's safety, learning and contribute to the continuous improvement of the childminding provision. The childminder's home provides a safe place to play and she is vigilant about supervising children at all times. However, indoor written risk assessment records do not meet legal requirements, because they are not dated and do not show who conducted them. However, her risk assessments for outings are thorough and include appropriate details. Her remaining records are very well organised, which underpins children's well-being. The childminder knows the children's home cultures and helps them to celebrate a range of festivals. The childminder's resources reflect a diverse community and promote respect and equality.

Children's care and learning is well supported because the childminder has a good understanding of child development and of the learning requirements. Children have access to a wide range of resources and opportunities, both inside and outside the home. This ensures that each area of learning is covered well. The childminder stores her resources well to support children's independence, so that they are continually busy playing and exploring. She maintains written records of her observations of children during play and links them to the early learning goals. She also keeps photos and samples of children's creative work to illustrate her assessments. The childminder highlights their next learning steps, although she does not always ensure they are consistently followed up and reviewed. Parents are able to settle their children into the childminder's care gradually, enabling them to feel safe and secure when their parents leave. The childminder has strong relationships with parents, and as a result, children are well supported during their time at the childminder's home. The childminder understands the importance of working with other providers involved in children's care and learning. Children demonstrate that they are very settled, confident and relaxed in the childminder's home. The home environment is child-centred, and children's art work and posters are displayed, giving them a sense of achievement.

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

Children enjoy their time in the care of the childminder, who dedicates her time to

them. Good interaction and well-organised routines help babies and young children feel secure and confident. Children are very keen to learn about technology. They explore with great interest remote-control toys, and resources that require them to press buttons to make sounds and light up. Older children enjoy having access to cameras, when they can take photos of their peers and of their interests. Younger children's problem-solving skills are developing well and they display interest and enjoyment in taking off and putting on lids on toy containers. Children show how they care for others through imaginative play and enjoy sharing memories as they look through past photographs of activities. All of this contributes to their learning to cooperate, share, and build sound friendships.

The childminder knows each of the children well and enables all to participate in the activities available at their own level. She has a positive attitude towards diversity, which is very well reflected in the play materials. Children enjoy joining in with a range of art and craft activities; they create colourful pictures through methods such as collage and painting. Regular trips to farms and parks enable the children to learn about animals and observe changes in the environment. Children also enjoy a selection of physical play equipment in the garden and benefit from visiting a good variety of drop-ins on a daily basis. This gives them excellent opportunities to enjoy exercise and fresh air

Children's communication, language and literacy are developed through their love of books, drawing and writing. The childminder is also proactive in creating individual books for children, which focus on their interests or an area for development. For example, the childminder has compiled a counting book focusing on a minded child's favourite objects, to develop the child's number skills. Children are kept safe, as the childminder ensures they are supervised at all times and discussions are held about how they can keep themselves safe. For example, they learn about keeping themselves safe in the event of a fire by taking part in regular emergency evacuation practices. Children's positive behaviour is praised, and they are encouraged to say 'please' and 'thank you'. Children follow good cleanliness practices which help to minimise the potential for cross infection. Older children are encouraged to be independent in their personal hygiene and use individual colour-coded towels and flannels. Children are always offered healthy options at mealtimes. All of this helps children make healthy choices.

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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