

Inspection report for early years provision

Unique reference number	EY265362
Inspection date	26/05/2011
Inspector	Liz Coffey
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered since 2003. She has two children of her own and works with her mother who is also a registered childminder. The premises used is a three bedroom house in East Dulwich, in the London borough of Southwark. Children are cared for mainly on the ground floor with the first floor only used for sleeping purposes. There is a fully enclosed garden for outdoor play. Two cats are kept as pets in the home. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working on her own, the childminder is registered to care for a maximum of three children under eight years, of whom two may be in the early years age range; of these, one may be under one year at any one time. When working with her mother, the childminder is registered to care for seven children under eight years, of whom five may be in the early years age group; of these, two may be under one year at any one time. There are currently four children on roll, three of whom are in the early years age group. Children attend for a variety of full-time and part-time placements.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder ensures that children are cared for in a safe and stimulating environment. The childminder safeguards children's welfare in many ways but has failed to maintain her first aid certificate, public liability insurance and records relating to risk assessment, as required. She provides a suitable range of activities that meet children's interests and promote their development, across the six areas of learning. There are generally effective systems in place to ensure appropriate information is shared with parents and others involved in children's care, regarding children's individual needs and practice within the setting. The childminder is reflective of her practice and has begun to identify the strengths and weakness of her provision. She is keen to further develop her service to ensure improved outcomes for all children.

What steps need to be taken to improve provision further?

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

- keep a record of aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked; review it regularly - at least once a year or more frequently where the need arises (Suitable premises, environment and

31/08/2011

- equipment)
- ensure that at least one person who has a current first aid certificate is on the premises at all times (Safeguarding and promoting children's welfare) 31/08/2011
- ensure that parents are provided with information on the procedures to be followed in the event of a child going missing or a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare) 31/08/2011
- ensure public liability insurance is maintained (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register). 31/08/2011

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

- develop systems of self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- make greater use of observations and assessments to identify individual learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Children are generally kept safe and their well-being is promoted by the childminder overall. She keeps appropriate information regarding who she should contact if there is a concern about a child's welfare, and is aware of the procedures to follow in these circumstances. Although the childminder has devised some policies and procedures for the safe management of her provision and shares these with parents, she is not meeting the requirement to provide parents with information regarding the procedures she will follow in the event of a child going missing, or of a parent failing to collect a child. The childminder has failed to update her first aid training in due time and as a result does not hold a current first aid certificate. She has also failed to maintain public liability insurance. These breaches of requirements could compromise children's welfare and well-being.

The children play mainly in the lounge. Resources are effectively organised to enable children to self-select from a range of activities. Some of these are used to help children to learn to value diversity, for example, imaginative play resources, books that have positive images of culture and diversity, and music from around the world. Although the childminder has risk assessed the premises and has ensured safety equipment such as stair gates and socket covers are in place, she has not recorded risk assessments for the premises. This is a further breach of requirements. Emergency evacuation procedures are in place and the childminder carries out fire drills with the children. As children grow older the childminder promotes their understanding of how to keep themselves safe, for example, by teaching them the importance of road safety and behaving in a safe manner both

in and out of the home.

The childminder and her co-childminder work well together, sharing roles and responsibilities and supporting each other in all aspects of their childminding service. This team approach allows the children to form close relationships with both the childminders, while at the same time each childminder assumes the role of key person for individual children. Liaison with parents ensures consistency of care and two-way sharing of information to meet the needs of the children overall. The childminder works with schools and nurseries children attend, sharing some information about children's progress and also about topics planned, such as festival celebrations. The childminder then ensures that she plans some activities that complement those children's experience elsewhere.

The childminder is able to demonstrate a mostly accurate awareness of the strengths and weaknesses in her provision. Her plans for future improvement appear to be well targeted and likely to bring about improved outcomes for children, demonstrating a suitable capacity for continuous improvement.

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

Children have access to a suitable range of resources and experiences. Activities and outings are generally well-planned and children are stimulated and offered some increasing challenges as they develop. The childminder has begun to record observations of children's learning and development, although as yet, these are not linked to the early learning goals or used as a clear basis for planning the next steps in individual children's learning. The childminder acknowledges this as an area for further development. Children are settled and have good relationships with the childminder and her co-childminder. This helps their developing sense of security and belonging. Parents comment that both childminders are 'kind, caring and patient and provide a lovely, warm, family environment'. Furthermore they state that 'being in a caring environment is helping my child to grow'.

Babies and toddlers enjoy opportunities to explore and develop their mobility skills. The childminder places interesting toys and resources within their reach and within the environment, encouraging them to move about and explore. They smile and babble excitedly as they develop their coordination and control of their bodies, handling and examining the objects they find. The childminder gives positive praise and encouragement to children, chatting to them as they play. Their language and communication skills are developing as they share books and enjoy listening to and joining in with familiar rhymes and stories with the childminder.

Older children enjoy playing with the range of role play props and malleable materials, such as modelling dough and sand. They build sand castles and make sand pies as they dig, shape and mould the sand. They play with the toy food and play kitchen equipment, dolls and pushchairs, incorporating the resources into their games as they pretend to go shopping or make dinner. All children use the garden for outdoor play and exercise. They develop coordination as they ride on the

tricycles and cars, use the slide and other play equipment. Regular outings to local toddler groups, one o'clock clubs, soft play centres, parks and playgrounds further extend children's learning and provide new experiences for them, as well as opportunities to socialise with a wide mix of children.

Children practise appropriate hygiene routines, for example, washing their hands before they eat and after using the toilet. Children sit together at meal times, making it a social occasion and helping promote their language and social skills. The childminder encourages healthy eating by providing freshly cooked meals and snacks, talking with the children about why they need healthy foods. Children's personal care needs such as sleeping, nappy changing and toilet training are discussed with parents and the childminder adapts setting routines to support the children's individual needs. Children learn to keep themselves safe because the childminder reminds them of safety risks. They confidently move around the home and can access resources safely.

Children are beginning to develop their understanding of the world they live in through the activities and outings planned for them. They use some mathematical language and are beginning to recognise and identify numbers through day-to-day activities such as counting the number of raisins they have at snack times, or completing a clock puzzle. Children use a range of interactive resources such as musical toys which help them recognise shapes, letters and numbers. Overall, children are generally supported to develop skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Insurance) 31/08/2011
- ensure that an appropriate first aid qualification is in place (Welfare of the children being cared for) 31/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Insurance) 31/08/2011
- take action as specified in the compulsory part of the Childcare Register. (Welfare of the children being cared for) 31/08/2011