

Inspection report for early years provision

Unique reference number	EY267287
Inspection date	29/11/2011
Inspector	Janet Williams
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 2003. She lives with her husband, two children aged 14 years and one adult child. The provision is in Streatham in the London Borough of Lambeth. There are shops and schools in the local area. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The family has two cats, two tortoises and three birds. The provision is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years, three of whom may be in the early years age group. There are seven children currently on roll attending part-time, including four in the early years age group. The childminder attends the local toddler group on a regular basis and is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively meets the children's needs. Children participate in a range of challenging, fun activities, both indoors and outdoors, covering all of the six areas of learning. The childminder has a growing understanding of the Early Years Foundation Stage (EYFS) framework though her monitoring of children's progress is not robust. Inclusive practice is effectively promoted through the childminder's good relationship with parents and the partnership she has established with others within the community. The childminder is well aware of her strengths and weaknesses to have good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend knowledge and understanding of the Early Years Foundation Stage relating to children's learning and development to improve systems to consistently monitor children's development.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded within the setting. The childminder has a good understanding of child protection issues and knows what action to take if she has concerns about a child. Effective written procedures in place include those to take if an allegation is made against the childminder. Children's safety is

well maintained at all times. Good risk assessment procedures are in place and the childminder frequently checks areas of the home and routes for outings for the well-being of children.

All mandatory records are in place for the safe and well-being of children. For example, the childminder has a good system in place for recording accidents and incidents. Children's arrival and departure times are clearly recorded and parental permission has been obtained for outings, emergency medical treatment and administration of medication. The childminder demonstrates a growing knowledge of the EYFS framework relating to children's welfare, learning and development. Although the childminder does not have a system in place for self-evaluation, she is well aware of her strengths and weaknesses. She is keen to make continuous improvement through attending various training courses that relate to children's well-being.

The good relationships established with parents ensure that children are well looked after. They are kept informed about their children's progress through daily communication with the childminder. Some of the children have attended since they were babies and feedback and references received from parents are very positive. The good range of resources and play materials provided, including books, puzzles and dolls, well promotes diversity and raises children's knowledge about disability. The childminder makes good use of many of the local resources, for example, regularly attending many of the children's groups. This enables children to socialise and meet other children and adults. There is effective partnership with others in place. The childminder has good links with the local authority early years, so that she is able to receive additional support and advice and keeping her up to date with any relevant information relating to the EYFS.

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

Children are well occupied and stimulated. Regular praise and encouragement is used by the childminder to reinforce their good behaviour. Children are happy in the homely environment and have good opportunities to progress in their learning. They can choose and help themselves to what they want to play with from a good selection of equipment and resources. The childminder has organised the premises well and makes good use of space and resources to create a stimulating and supportive environment. Children have good opportunities to relate well to others and to develop awareness of different cultures through work on cultural events. They also learn about the natural world, including different animals, and participate in feeding the tortoises in the garden. Children, in addition, learn how seeds and plants grow. This effectively contributes to their knowledge and understanding of the world and some of their life skills.

Children are offered good support in their learning. Through visual observation, the childminder evaluates what they can do and effectively plans how she moves them on through their stages of development. However, she does not rate or monitor how children are learning and developing towards the early learning goals. The

childminder ensures that younger children have one-to-one attention, through which she is able to give them additional, quality time. This enables the childminder to introduce practical ideas in learning. For example, good opportunities are given to teaching the children how to count in sequence, using large and small bricks of different shapes and sizes. The range of resources provided enables children to problem solve, such as when completing puzzles. Children are continuously thriving within the learning environment and gain good skills for the future. They enjoy singing songs and rhymes; this contributes to them learning new words. Children benefit from looking at books and they are able to recognise the pictures, such as characters known to them and various toys. The childminder consistently talks to the children. This enables younger children to respond using single words and to talk in short sentences.

Children gain a good understanding about a healthy lifestyle. They regularly enjoy a range of activities that contributes to their health and gives them the opportunity to have plenty of fresh air. Outings to the park, and to places of interest where there is large play equipment, give children plenty of opportunity to develop physical skills. Children learn the importance of good, personal hygiene through well organised routines, such as hand washing prior to meals. Children benefit from nutritious meals that are freshly prepared and cooked each day. Good healthy options are provided for snacks, such as fruit, rice cakes or bread sticks. Fresh, drinking water is offered at regular intervals and consideration is given to those who are unable to ask for one themselves. Children learn and gain a good knowledge and understanding of how to keep themselves safe. For example, they are well encouraged to think about and to practise road safety.

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

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

Met