

Inspection report for early years provision

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Inspection date	29/09/2009
Inspector	Josephine Geoghegan
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 was registered in 2004 and lives in the Elephant and Castle area of the London Borough of Southwark with her children who are over eight years. All of the home is accessible to children and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years and is currently caring for four children in the early years age range who attend at various times. No children presently attend who are learning English as an additional language or those who have any identified special educational needs and/or disabilities. The childminder does not employ an assistant or provide overnight care. The family have one pet cat. 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 knows the minded children well and responds to their individual needs. Effective systems are in place to promote children's welfare, learning and development as the childminder actively engages in reflective practice, evaluating her service and promoting improvements. Children are making good progress as they are supported well and offered activities that relate to their age and stage of development. Good systems are in place to ensure children are safeguarded and supported equally, as a result children feel safe, secure and their welfare is promoted effectively.

What steps need to be taken to improve provision further?

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

- ensure documents are organised appropriately so that records of annual risk assessments of the home and outings are easily accessible.
- provide smoke alarm on ground floor.

The effectiveness of leadership and management of the early years provision

Good systems are in place to help safeguard children and promote their welfare. For example, the childminder has kept up to date with training relating to safeguarding children and protecting them from harm. She has written a variety of policies and procedures aimed at promoting children's welfare which include relevant contact details, enabling her to take prompt action if she is worried a child is being abused. Positive steps are taken to promote children's safety within the home and accurate records are kept relating to children's attendance and any accidents or medication administered, helping to safeguard their welfare. The childminder shows a clear vision and commitment to improving quality, for

example, good systems are in place to evaluate all areas of her childminding service, along with assessments of children's progress and planning for their individual needs. In addition the childminder has attended relevant training courses, extending her knowledge of childcare and education. The childminder has met the recommendation raised at the last inspection by providing regular opportunities for outdoor play. In addition, she has reorganised her garden so that it is now suitable for children to use. The childminder has completed a realistic and thorough self-evaluation of her service, as a result areas for improvement are targeted well and all aspect of her childminding service have been considered. The time children spend with the childminder is well organised, enabling them to participate in a good range of activities and outings. Resources are easily accessible to all children, enabling them to develop their independence and follow their own interests. The childminder is aware of children's backgrounds and individual needs. She provides resources and a variety of local outings to promote children's understanding of the community in which they live. The childminder has devised relevant policies and procedures that promote equality and promotes inclusion for all children well. Secure systems are in place to ensure partnership with parents is effective; all required documentation, policies and procedures are shared with parents. In addition, parents are kept well informed about their children's progress and all events of the day.

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

Children have good relationships with each other and the childminder; they play cooperatively, are courteous and respond well to everyday routines such as helping to put away toys. Children have good opportunities to be creative. They enjoy using drawing materials, choosing crayons and making purposeful marks; they then discuss what they have drawn with the childminder who responds with interest and praise for their effort. Children enjoy using musical instruments and singing familiar songs with the childminder, actively joining in with the actions to the songs. In addition, they explore sound as they use a range of percussion instruments independently. Children become engrossed in role play, imitating as they use the play food, cooking sets and the doctors set, enabling them to re-enact real life experiences. Children are developing good language skills as they join in conversations with the childminder, repeating words and extending their vocabulary. Children's enjoyment of books is promoted by the childminder who reads stories and encourages children to join in with familiar words. Children use a range of resources that extend their knowledge and understanding of the world. For example, they explore the water cushion of sea creatures while naming them with the childminder. In addition, they go on regular outings in the local community to parks, children's groups and the library, enabling them to develop an awareness of their environment and learn about nature. Children develop their awareness of technology as they use a range of electronic toys independently, exploring how they work. Children have regular opportunities to develop their physical skills during outings to parks and children's groups where they use a range of apparatus. Children use a range of puzzles and construction sets that promote their problem solving skills and awareness of shape and size. Children benefit from lots of attention and constant supervision from the childminder

helping them to feel safe. They show confidence as they freely approach the childminder and enjoy lots of cuddles, helping them to feel secure. In addition, they are helped to learn about safety in the home as they practice fire evacuation drills with the childminder and talk about road safety while on outings. Children are able to develop healthy eating habits as they are offered fresh fruit as snacks every day and regular drinks. Their individual sleep and toilet training routines are respected as the childminder works closely with parents to ensure consistency. Children benefit from clear boundaries regarding expectations of their behaviour, as a result they learn appropriate codes of behaviour, such as taking turns and sharing.

The childminder shows a good awareness of children's learning and development needs; she provides a good range of activities and outings that promote all areas of learning. Children are supported well as the childminder promotes a balance of child-led and adult-led activities, enabling children to be purposefully engaged in play. Children benefit from a dedicated play room where they have access to a good range of toys and books stored at low level along with child sized furniture, promoting a stimulating learning environment. Systems of observation, assessment and planning children's next learning steps are established, enabling children's individual needs to be catered for. Assessments are linked to the Early Years Foundation Stage, enabling the childminder to assess children's progress in all six areas of learning. Although no children presently attend who have identified special educational needs and/or disabilities, the childminder has experience of caring for children with a variety of needs. Children are able to play in a well maintained home where high regard is given to promoting their safety. Risk assessments are completed regarding the home and outings although not all documents are well organised or easily accessible. In addition, a range of safety equipment is in place in the home, including appropriate fire safety equipment, although a smoke alarm is not available on one level of the home. The childminder has devised a wide range of policies and procedures aimed at safeguarding children and promoting their welfare. Good systems are in place to promote children's good health and well-being, for example, the childminder ensures meals provided by parents are prepared appropriately and offers healthy snacks. Children benefit from regular exercise and fresh air. Their individual care needs are met and good systems are in place to ensure any accidents or use of medication is dealt with appropriately. The childminder shows a clear awareness of managing children's behaviour relating to their age and abilities, as a result children respond cooperatively and are well behaved.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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