

Inspection report for early years provision

Unique reference number	EY283430
Inspection date	27/07/2009
Inspector	Janet Sharon Williams
Type of setting	Childminder

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder registered in 2004 she lives with her partner and two children, one of whom is an adult and one aged eight years. They live in Streatham Vale, situated in the London borough of Lambeth. Local shops, Streatham Common and local toddler groups are all within walking distance. The whole of the ground floor is used for childminding plus one of the bedrooms on the first floor, which is used for sleeping arrangements. The childminder regularly attends some of the local children's groups. The childminder is registered to care for four children of whom only three can be within the early years age group. She is currently caring for three children between the ages of two and four years. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in an environment where a varied range of toys and equipment are provided both indoors and out and ensures that all areas of learn are appropriately covered. Positive inclusive practice is promoted through the childminder working effectively with parents and introducing children to their pre-school. The childminder is aware of some of her strengths and weaknesses. She plans to address them, to enable her to secure the welfare and development of all children being cared for.

What steps need to be taken to improve provision further?

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

- further develop knowledge and understanding of the Early Years Foundation Stage
- improve resources and play materials to reflect diversity and to raise children's knowledge about disability.

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

- devise and implement a system of keeping a record of risk assessments for outings (Safeguarding and promoting children's welfare) 28/07/2009
- devise and implement a system for keeping a record of complaints and to also include the process to follow in event of a complaint being made (Documentation) 28/07/2009

The leadership and management of the early years provision

Children are able to make good progress through the childminder taking into account their individual needs. Although the childminder has completed the Early Years Foundation Stage (EYFS) training course and systems are in place for keeping record of assessments and observations, she is not able to clearly explain any of the areas of learning and how children achieve the early learning goals. However, she is keen to improve her knowledge and understanding of the EYFS to evaluate and ensure that children effectively achieve and progress effectively in their learning and development.

Most of the mandatory documentations are in place, such as recording children's arrival and departure times, a system for recording accidents, medication to be administered and children's and parents' information is gathered prior to placement. This ensures that children are looked after according to their needs. Although the childminder has some of the mandatory procedures in place for promoting children's welfare and education, for example, regular risk assessments are carried which include records of the dates and fire evacuation procedures are in place and are carried out. However, the childminder has no process in place or is unable to explain what she would do in event of a complaint being made. Children are safeguarded and protected through the childminder's satisfactory knowledge of issues surrounding child abuse, for example, she is vigilant of any suspicious marks and bruises and would contact the relevant professionals. Although the childminder is not caring for children with any specific needs, she is aware that some children may have a learning difficulty and/or disability and is prepared to make adaptations to meet with their needs.

The childminder describes how she has a positive relationship with parents. She receives regular update reports from parents on how they are happy with the care and learning their children receive whilst in her care. A few children have contact books. This enables them to work together to ensure that children continue to progress in their learning and development.

The quality and standards of the early years provision

Children are very happy and content. There is clear evidence that the childminder spends quality time with the children, giving them one to one which contributes to positive learning. Children are competent speakers, younger children have very clear speech and are able to clearly explain what they would like to do. The childminder spends lots of time communicating with the children. Children benefit from story time where they listen attentively and the childminder frequently asks them open ended questions to make them think. Children are learning to appreciate books through sitting and looking at pictures alone or with the childminder. They are able to enjoy the natural environment through time outdoors, they are able to point out and recognise small creatures and animals, such as a cat and snail. They also have access to some resources and play materials that reflect diversity. However, the childminder has limited play materials to develop children's awareness about disabilities. Children also benefit from being

able to socialise with other children and adults through visiting local children's groups. All in which contributes to their learning and development.

The children's day also includes developing their skills for the future and they know how to keep themselves safe when outdoors, such as holding the childminder's hand. They learn boundaries and the childminder takes time to teach children right from wrong. Their relationship with the childminder is good.

Children learn good health and hygiene routines. They know that they must wash their hands after using the toilet and before meals. Meals provided are balanced and nutritious. Snacks are generally fruit or rice cakes. Drinks are offered at regular intervals and children can request for one at any time.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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:	Met
---	-----

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