

Inspection report for early years provision

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Inspection date	17/05/2012
Inspector	Alexandra Morgan
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. She lives with her husband and three school-aged children in Forest Hill, in the London Borough of Lewisham. The whole ground floor of the premises is used for childminding. There is a fully enclosed garden for outside play. The family has three cats.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under the age of eight years; of these, no more than three may be in the early years age group. There are currently two children on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder appropriately supports children's welfare and they make satisfactory progress in their play and learning. Children benefit from the warm and caring childminder, who offers them a welcoming and child-friendly environment. The childminder knows the children well and works hard to meet their individual needs. However, observations and assessments are not used effectively to identify children's next steps in learning across all areas. Effective partnerships with parents and carers are in place, they are kept well informed about their child's care. Self-evaluation identifies few strengths and areas for improvement, although not key weaknesses. She demonstrates a suitable capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a systematic and routine approach to using observations to identify learning priorities for each child to help them progress in all areas of learning
- develop self-evaluation to identify strengths and priorities for develop that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her safeguarding responsibilities

which promotes children's welfare suitably. She is familiar with the safeguarding referral procedure and feels confident she would be able to identify any potential concerns. The childminder has an appropriate understanding of how to keep children safe. She helps children to learn how to keep themselves safe and to negotiate risk without impeding their developing independence. She carries out visual checks on her home regularly and takes appropriate action to ensure that any potential hazards are minimised. She has clear procedures for caring for children if they become ill and to prevent the spread of infection. She holds a current paediatric first aid certificate which is updated every three years.

The childminder forms close working relationships with parents and carers. She obtains detailed information about each child, such as their likes and dislikes, as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. Some relationships with other professionals involved with the children are established and contribute to supporting children's welfare and learning.

The effectiveness with which the childminder promotes equality and diversity is satisfactory. Children learn about similarities and differences through discussion and play with resources reflecting a range of cultures and backgrounds. The childminder has an appropriate knowledge of each child's welfare and learning needs and uses the information to settle a child into her establishment. However, she is not currently using observations effectively to identify learning priorities for children across all areas of learning.

The childminder's premises are suitable and safe for purpose and she strives to maintain a stimulating and supportive environment for the children in her care. Resources are plentiful and suitable for the stage of development and interests of the children and are well maintained.

The childminder's self-evaluation process is currently underdeveloped. She identifies some of her strengths and areas for further development although this is not successful in identifying key areas of weakness. She demonstrates a suitable capacity to maintain continuous improvement as she has addressed the recommendations from the previous inspection successfully. She now has a written complaints procedure which is shared with parents and includes the contact details for Ofsted.

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

Children are settled, content and readily take part in activities or initiate their own play with the toys and resources set out for them. Activities reflect the children's interests and the toys are appropriate for their stage of development. Children enjoy the childminder's attention and their behaviour demonstrates that they feel safe in her care. They behave well under her consistent and supportive approach.

Children develop their physical skills when they manipulate, roll and cut playdough, using a range of suitable tools.

Children enjoy weekly cooking activities, which provide a range of learning experiences. For example, a favourite recipe has been displayed in pictorial and written form in the kitchen and is used with the children to sequence how to make the cakes. This supports their literacy and problem solving skills. The children learn about weights and measures and hear mathematical language such as more and less, and count items. Children enjoy visiting friends and attending toddler groups with the childminder which develops their socialising skills. Walks to visit the nearby museum and library provide opportunities for the children to identify and learn about different features of the local community and wider world. Children learn about how plants grow through regular visits to the childminder's allotment. They gain an understanding of the importance of taking care of the environment as they learn about the growth of plants that provide food. All these experiences help children develop skills for their future learning.

Children are developing their understanding of how to keep healthy through effective hygiene practices as they take their lead from the childminder. For example, they wash their hands before lunch time and use tissues for wiping their noses. They enjoy fresh air and exercise on a daily basis and are able to make good choices about whether they play indoors or outdoors. Children benefit from being provided with a well-balanced diet which takes into account their individual dietary needs and requirements. Children are beginning to understand about keeping safe as they participate in practising the fire evacuation procedure so that they know what to do in an emergency.

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	3
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
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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	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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