

Inspection report for early years provision

Unique reference number	EY309193
Inspection date	24/03/2011
Inspector	Marcia Robinson
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 2005. She is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years of whom three may be in the early years age group at any one time. There are currently two children on roll in the early years age group. The childminder lives with her husband and two adult children in a terraced house in Eltham, in the London Borough of Greenwich, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding. There is suitable disabled access and a fully enclosed garden for outside play. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder promotes most aspects of children's welfare and development satisfactorily, although not all requirements are met, namely those relating to documentation and aspects of children's safety. Promoting good health is a key strength at this setting, where children feel secure and enjoy their learning in this welcoming, inclusive home environment. Generally effective implementation of policies and procedures and adequate relationships with parents ensures that the individual needs of children are met. Consequently, children are making steady progress in their learning and development. The childminder generally reflects on the service she provides, but robust systems for monitoring the provision and identifying areas for improvement are not yet in place.

What steps need to be taken to improve provision further?

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

- ensure that for each type of outing, a full risk assessment is carried out (Safeguarding and promoting children's welfare) 29/04/2011
- update the record of risk assessment for the premises and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of the premises and equipment) (also applies to both parts of the Childcare Register) 29/04/2011

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

- make the conducting of emergency evacuation practices more effective by

- recording full details of them for evaluation purposes
- further develop an up-to-date understanding of issues surrounding safeguarding children
- develop the use of self-evaluation to encourage a culture of reflective practice and identify all aspects of the childcare provision that require further improvement
- work with parents to identify the children's starting points when they first arrive at the setting , use this information to inform planning the next steps of learning in the children's observation and assessments records and; involve parents in supporting their child's learning and contributing their views and suggestions in the decision making about the provision .

The effectiveness of leadership and management of the early years provision

The childminder manages her setting reasonably well. She demonstrates some knowledge of safeguarding issues and protecting children. For instance, she knows what to do if she has concerns about a child and of the procedures to be followed in the event that an allegation is made against herself or a member of the household. However, although the childminder has attended training and has an up-to-date copy of the local authority safeguarding and protecting children handbook, she is less sure about the different types and signs and symptoms of abuse. The childminder carries out risk assessments both in and out of the home and has taken reasonable steps to eliminate most risks to children on the premises. There is however, a few accessible dangers from some uncovered plug sockets, trailing wires and the low level lock/bolt fitted to the toilet door, which poses elements of potential risk to children's safety. Some suitable safety procedures such as maintaining close supervision of children is in place when going on outings and trips. However, a full risk assessment is not conducted for each and every outing and trip children are taken on, such as those journeys to and from school. This is not in line with meeting the specific legal requirement of the Early Years Foundation Stage. Fire prevention equipment is in place and regular fire drill practices take place with the children to ensure they learn about what to do in the event of an emergency. Records kept of these practices however, are not as effective as full details are not recorded for evaluation purposes. Nonetheless, all of the required documentation that promotes the health, safety and well-being of the children is appropriate, containing information that is up-to-date. This ensures that records, policies and procedures including those relating to children's health are maintained to a good standard.

The childminder's home is suitably organised so that children have space to play and can easily access the majority of age-appropriate toys and equipment. She treats all children equally and with respect which creates an inclusive environment. The childminder works closely with parents and ensures she has sufficient information about children's backgrounds and needs so that equality and diversity is suitably promoted. Positive relationships have been established with parents in most areas. The childminder values the role of parents, although does not formally encourage them to share what they know about their child at the start of the placement. There is a regular exchange of information with them through the

childminder's written policies and procedures, daily discussions and individual day to day journals. This provides parents with information about the childminding service, their child's well-being, achievements and activities they have participated in. Letters and thank-you cards received from parents past and present include positive comments about the childminder, including how happy they are with the achievements their children have made, the warm and safe atmosphere and the variety of activities provided to stimulate their children. However, opportunities to actively involve parents in contributing to the decision-making about the provision and their own children's learning and development have not yet been fully explored. The childminder is in the early stages of developing links with others delivering the Early Years Foundation Stage to children in her care. She strives to keep up to date with changes and developments in childcare and to develop new ideas for her practice, for instance by attending training and local children's centres. She generally identifies some areas in need of improvement, although she has not yet developed clear systems for monitoring and evaluating the provision to ensure that all areas for improvement are identified and addressed at an early stage.

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

The childminder has a growing knowledge of the Early Years Foundation Stage, which she is starting to implement. A short induction period, including visits with parents, enables children to settle into the new environment. The childminder basically plans the activities she provides around children's interests and has a basic routine planned, including visits to local community groups. She knows the children well and is making regular observations of their achievements, although she does not yet link these to the six areas of learning or identify the next steps to effectively inform future planning. Children are happy, settled and overall they feel safe in the setting. They show a sense of belonging as they move confidently around the areas used for childminding, and have warm relationships with the childminder and each other. They participate in the suitable range of activities provided, including making shapes out of play dough and accessing the suitable range of interactive toys that allows them to develop their skills for the future. For example electronic toys, such as shape sorters. Children learn about their own community and the wider world as they enjoy daily walks into the local community and trips to the local shops. They have suitable access to writing materials, such as crayons, pencils and paper, enabling them to develop their early writing skills. They have a growing understanding of the living world through some well-planned activities, such as planting and nurturing strawberries and tomato seeds. Babies' and children's communication skills are suitably fostered through nice interactions between themselves and the childminder. Older children enjoy sitting on the sofa looking at books independently and weekly trips to the library for story, music and singing sessions, which promotes their love of books, music and rhymes. The childminder has an adequate understanding of the importance of valuing diversity and supporting inclusion. She does well at sharing her own language with the children as part of their activities and daily routines. This is also supported by the satisfactory range of resources available that reflect positive images of diversity

and through the celebration of community festivals, such as Ramadan and Chinese New Year. The childminder acknowledges that she has not fully established a system to ensure that children's individual backgrounds, language and other aspects of their culture are fully reflected and incorporated into the range of resources available, she does however, recognise this as an area for continuous development and review.

Children's welfare is satisfactorily promoted by the childminder. They are welcomed into clean and well-kept premises where they have sufficient space to play. Children adopt simple good hygiene routines when the childminder supports them to wash their hands before they eat and dry their hands using paper towels. They are well nourished because the the childminder holds a recognised food hygiene certificate and is registered with the food standards agency. This means she is able to put her knowledge into practice and provide children with a varied and healthy range of home cooked meals that promote their good health. They also have the opportunity to enjoy the experience of tasting their own home grown strawberries and tomatoes at mealtimes. In addition, children can easily access their beakers of fresh drinking water throughout the day, further promoting their health and well-being. Records are kept of what children eat and drink and these are shared with parents, keeping them well informed. Children are not currently using the garden but enjoy opportunities to take part in a daily physical activity as part of a healthy lifestyle. For instance, a trip to the local parks or green spaces where they have fun running around or developing their large motor skills using the apparatus or a turn on their favourite sit-and-ride toys indoors. Children are active or restful through choice and sleep in-line with their individual needs and parent's wishes. They begin learning to keep themselves safe when they take part in regular fire evacuation drills and are kept safe on outings as the childminder teaches them about road safety and uses age-appropriate restraints. Overall, children feel safe in the setting because the childminder offers warmth and security, along with consistent and familiar routines. They are kept generally safe inside the home, although not all potential risks have been identified and addressed to fully promote children's 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?	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

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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:

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 (Suitability and safety of premises and equipment) 29/04/2011

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 (Suitability and safety of premises and equipment) 29/04/2011