

Inspection report for early years provision

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Inspection date	05/05/2010
Inspector	Pamela Bailey
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 lives with her husband and two children aged two and six years in the London borough of Lambeth, close to schools, parks and public transport links. The whole of the childminder's flat is used for childminding and there is a garden for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder is currently minding three children in this age group, all of whom attend on a part-time basis. She is registered by Ofsted on the Early Years Register, as well as both the compulsory and voluntary parts of the Childcare Register. The childminder attends several children's centres on a regular basis and takes the children to the local recreational sports centre and parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes many aspects of children's welfare and learning with success. Children's individuality is recognised and nurtured by the childminder, who has good knowledge of each child's individual needs. Children are safe and secure at all times and enjoy their learning. The partnership with parents contributes significantly to ensuring that the needs of all children are met. This means that children make good progress given their age, ability and starting points. Self-evaluation of the quality of the provision enables the childminder to implement appropriate improvements and good account is taken of recommendations made through inspection.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 11/06/2010

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

- improve the observation and assessment arrangements to provide a clearer link to the expectations of the early learning goals development matters stages and provide opportunities for parents to contribute to their child's next steps in learning.

The effectiveness of leadership and management of the early years provision

The childminder's good knowledge of the welfare, learning and development requirements and guidance for the Early Years Foundation Stage promotes children's learning, social, physical and economical well-being. The childminder has a secure knowledge and understanding of her role and responsibilities with regards to child protection issues. Comprehensive policies and procedures ensure that children are protected and well supported. Successful partnership working with parents and the sharing of information help to safeguard children. The childminder is vigilant about safety issues and conducts risk assessments both in and out of the home and keeps a record of these. All documentation required for the safe and effective management of the setting is in place and very well maintained. The childminder provides an environment which is conducive to learning, safe and well cared for. For example, the children's work and posters are well displayed and the childminder provides a good range of resources which are used well to support children's learning and development.

The childminder has made significant improvements since the last inspection which promotes children's safety and their learning. Thorough risk assessments mean that children can play and learn in a safe environment and children have access to a range of resources that reflect all aspects of society inside the home. This contributes to children's learning about differences and the wider world. The childminder has begun to monitor and evaluate the quality of the provision she provides. She is motivated to improve her childminding practice through ongoing training and through seeking the views of parents. Parents comment on how happy they are with the service provided and the noticeable progress their child has made. The childminder has successfully identified and tackled areas for development. For example, although the childminder has not maintained a current paediatric first aid certificate, she has actively sought and is due to attend training in respect of this. The childminder has also made picture books from photographs of children participating in activities and on outings to provide children with opportunities to reflect on and discuss past experiences. This helps them to develop a sense of belonging and contributes to their personal and emotional development and communication and language skills.

The childminder strives to provide a service that is inclusive to all children and their families. She has developed a mostly effective partnership with parents and is aware of the need to work with other providers, organisations and services to promote learning and well-being for the children attending. There are both formal and informal systems in place for the childminder and parents to share information. Parents contribute to an initial assessment of their child. This ensures that the childminder has a good knowledge of individual care needs and achievements and enables the childminder to build on what children already know. The childminder makes observations of the children as they learn through play and a systematic approach is used to record children's learning in each of the six areas. These are used to inform planning and most effective way to support activities that are tailored to the individual needs and abilities of each child. However, assessments are not sufficiently evaluated against the early learning goals

development matters stages. As a result, they do not provide a secure basis on which to plan the next steps in children's learning, or a clear picture of progress to share with parents. The childminder completes a daily diary for parents giving information about their child's daily activities, sleep and food intake and has regular informal discussions. However, the childminder has not yet developed systems for parents to contribute to their child's next steps in learning.

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

Children are content and enjoy the time that they spend in the childminder's care. They are confident, self-assured and have good relationships with adults and their peers and play well on their own. Children are interested in the activities and take responsibility for choosing what they do. They demonstrate a willingness to keep themselves and others safe through their good behaviour and respond effectively to any guidance and praise from the childminder. Children's understanding of dangers and how to keep themselves safe is promoted through effective routines. For example, the childminder regularly practises emergency evacuation and road safety with the children.

Children's understanding of diversity and difference is enhanced as they select and play with a range of resources inside the childminder's home which reflect positive images of different culture, ethnicity, gender and disability, celebrate festivals and visit places within the local community. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

Children are developing a good understanding of healthy lifestyles. Fresh drinking water is readily available for the children to help themselves. Children receive and enjoy nutritious home cooked meals provided by the childminder. Their understanding of healthy eating is further promoted as they grow and eat their own vegetables and fruits, for which they receive a certificate of achievement. Children adopt good personal hygiene routines, such as washing their hands before eating and have many opportunities to take part in physical play, both indoors and out. For example, outings to the park and recreational soft play area, give children plenty of opportunity to develop their physical skills. Inside the home, children enjoy playing ball games and they learn new skills, such as catching the ball.

Children's progress in communicating, literacy and skills relating to information technology are developing well. They are keen to communicate with adults and their peers through words and signs. Children are beginning to develop their pre-reading skills as they take pleasure in handling books themselves, listening to and joining in with stories. A range of different size colouring pens and pencils help develop children's mark making skills. Children have opportunities to learn about information technology and are confident when using programmable toys and operating the CD player to select familiar songs and rhymes.

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	3
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:

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 under the early years section of the report (also applies to the voluntary part of the Childcare Register) 11/06/2010

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 under the compulsory part of the Childcare Register. 11/06/2010