

Inspection report for early years provision

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Inspection date	26/04/2010
Inspector	Janet Sharon Williams
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 registered in 2006. The childminder is a co-childminder with an assistant in Streatham Hill in the London Borough of Lambeth. The home is within walking distance of public transport, shops and schools. The first two floors of the home are used for child minding. The childminder is registered on the Early Years Register to care for a maximum of six children. Both childminders and the assistant currently have 14 children on roll within the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an environment where good opportunities are made to promote their learning and development. The learning environment is fully inclusive and well adapted to meet children's individual needs. For example, working in partnership with parents and making excellent use of many of the local resources, such as Children's Centres and local schools. The childminder strives to make improvement through the extent of continuous self evaluation, addressing and identifying strengths and weaknesses, taking into account the Early Years Foundation Stage curriculum and the day to day committed care provided for each child.

What steps need to be taken to improve provision further?

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

- ensure the stairs on the first floor are inaccessible to the children
- further improve knowledge of the six areas of learning

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected through the childminder being clear of her role and responsibilities. The childminder has a good understanding of the signs and symptoms of abuse and knows what action to take. This includes keeping a clear account of any concerns she has about a child in her care. Regular risk assessments are carried within the home environment and also completed prior to outings to identify and address any potential hazards. Although most of the necessary safety precautions have been taken to ensure children are safe. The stairs on the first floor landing are easily accessible. Good systems are in place to ensure children evacuate the premises safely, there is clear evidence that fire drills are regularly practised. Comprehensive written policies are in place which reflects the care and learning provided. Most of the mandatory documentation are in place. For example, relevant information has been gathered from parents, such as

children's details. However, the childminder has not obtained permission for outings and for administering creams and lotions. Good relationship has been established with parents. Parents are regularly updated about their child's welfare and development. They also receive a newsletter every three months to keep them up to date about the setting.

The childminder welcomes children from all diverse groups, including those who speak English as an additional language and good support is provided for children with special educational needs/disabilities. Children are effectively achieving the foundation stage of learning. Written plans in place clearly identify how children are learning within their play and that they achieve the Early Learning Goals. Plans are evaluated which enables the childminder to plan for each child's stage of development. The childminder is keen to further her knowledge of the six areas of learning through attending various training courses through the local authority Early Years department. The well-organised environment ensures that resources and play materials covers all areas of learning and that routines allow for children to play alone and receive a balance of good adult support to help them feel secure and confident.

Partnership with others within the community network is excellent. Extensive plans and regular contact with other local schools and nurseries and open invitations are always welcome from groups of childminders where they can meet and support each other to effectively promote children's welfare, care and development.

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

Children are happy, safe and secure. They have developed warm, positive relationships with the childminder and respond and behave well. Children are well motivated through being supported in their play by the childminder and their learning opportunities are extended as a result. There is clear evidence that children get on well with peers and adults. They understand the need to share and take turns when playing together. Children concentrate competently at self-chosen activities. Resources allow for children to problem solve, use shapes, such as, completing puzzles through recognising the correct shapes. Children are confident in counting and recognising numerals from one to ten on the wall charts displayed. They speak with certainty to peers and adults, expressing their experiences using good vocabulary. The childminder talks to children about what they are doing and respond to children's interests.

Children learn about different cultures and beliefs through planned topics, such as, other countries and religious festivals. Books, dolls and dressing up clothes available reflect diversity.

Children enjoy a worthwhile range of activities, which help to promote their physical development.

They engage in a range of equipment including slides, climbing apparatus, wheeled toys and makes good use of the open outdoor space and move confidently in a variety of ways, such as, running and playing freely and safely independently.

Children are continuously learning and understanding the need of a good diet. Meals are freshly prepared and cooked each day. Mealtimes is used as a social occasion where children all sit together and talk about what they are eating. Children's dietary needs and requirements is gathered prior to children starting, this ensures parents wishes are respected. Drinks are offered at regular intervals and consideration is given to those who are unable to ask for one themselves. Children develop good personal hygiene routines and self-care skills. For example, they are reminded to wash their hands after using the toilet and before meals.

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	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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