

Inspection report for early years provision

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Inspector	ISP Inspection
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 applicant was registered in 2006. She lives with her three children aged 12 five and two years in Oval within the London borough of Lambeth. With the exception of the master bedroom, all other areas of the childminder's flat is used for childminding purposes. Access to the first floor flat is via a flight of stairs. The childminder takes children to the toddler groups, local parks and recreation centres for outdoor play.

The childminder is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, of whom, two can be in the early years age range. She is currently caring for two children in the early years age range and takes and collects two children who are in full time education. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing very well in their learning and development because the childminder regularly monitors children's achievements, identifies the next steps in their learning and plans a purposeful range of activities to enable children to progress. Inclusive practices benefit all children in her care. All aspects of children's health and their safety are well promoted through daily routines and robust procedures. Strong partnership with parents, external agencies and other providers has contributed to successful outcomes for children. The childminder demonstrates a capacity to continuously improve the provision for children.

What steps need to be taken to improve provision further?

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

- further develop the range of anti-discriminatory resources to include positive images of disability and gender to maximise children's understanding of diversity
- Strengthen the system for observational assessments by ensuring that children's achievements are consistently monitored in problem solving reasoning and numeracy so that children can continue to make good progress in all areas of learning

The effectiveness of leadership and management of the early years provision

The procedures in place to safeguard and promote children's welfare are effective. For example, the childminder has a good understanding of the signs and symptoms of abuse and the procedures to follow if she has any concerns about the welfare of a child in her care. Regular risk assessments indoors and for outings enable the childminder to quickly identify and address potential hazards, ensuring the safety and security of the children. The childminder holds a current first aid certificate, which means that she gives appropriate care if a child sustains minor injuries whilst in her care. All records are accurately kept and well maintained, which guarantees the health and safe management of children in the childminder's care.

Initiatives have been implemented to enable the childminder to keep up to date with changes and improve practices for children. For instance, the childminder has developed links with the local childminders and toddler groups to share ideas and she receives visits from the early years childminder coordinator to support her in improving the provision for children further. In addition to this, recommendations raised at the previous inspection have been appropriately addressed. The childminder evaluates her practices in order to assess the quality of the provision for children and has attended a number of training courses. This has resulted in positive changes made in communicating with parents.

The childminder acknowledges each child's uniqueness and caters for their different needs during routine care and when providing activities to support children's learning and development. She works in partnership with parents to ensure continuity of care and promote children's achievements and wellbeing, thus providing an inclusive setting for children. The childminder has set realistic targets to further improve the way she organises and manages the provision for children through reflecting on her practices; evaluating how good it is and identifying the resources that she needs to enable her to make continuous improvements.

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

Children settle very well in the care of the childminder because she works closely with parents to plan settling arrangements that caters for children's individual needs. Children quickly learn the daily routine and they demonstrate their knowledge of this when they readily respond to the childminder's gentle reminder to wash their hands before snack time. In addition to this, children help to move child sized chairs to the table to eat their snacks.

Children demonstrate growing independence during play and at routine times. They help themselves to books and return them to the book shelf when they have finished with the books. Children confidently approach the childminder and ask for additional toys; when they want to use the toilet and for more fresh fruits to eat.

They learn important social skills, such as, sharing and taking turns. Children behave well and they receive praise and encouragement which enables them to develop positive self esteem. Children learn to accept differences, although few resources reflect positive images of disability and gender.

The childminder knows each child's individual needs as she gathers information from parents prior to children's admission. She continues to develop her knowledge of the children through regularly observing, monitoring and recording children's achievements in most of the six areas of learning with the exception of the area for problem solving, reasoning and numeracy. Photographic evidence is also used to track children's development, which is shared with parents. Children are progressing well because the childminder shows an interest in each child's learning and development and plans a wide range of indoors and outdoors activities to promote children's learning. In addition, she plans for the next steps in children's development to build on what children know and can do, enabling them to continue to progress.

All aspects of children's health are well promoted. For example, each child is cared for according to their individual health and dietary requirements as agreed with their parents. Affective procedures in place help to reduce the spread of infection or germs and regular opportunities for outings to the parks and recreation centres enable children to engage in a good range of physical play that develop their physical skills and contribute to a healthy lifestyle. Children learn about how to keep themselves safe through simple discussions and reminders about road safety when they are out on trips and fire drill practises help children to become familiar with evacuation procedures in the event of 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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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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