

Inspection report for early years provision

Unique reference number	EY356245
Inspection date	22/01/2010
Inspector	Pamela Patricia Paisley
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 2007. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and three children aged twelve, three and sixteen months in Catford within the London borough of Lewisham. The whole ground floor of the childminder's home is used for childminding and there is a fully enclosed garden available for outdoor play. The childminder is a member of the National Childminding Association. The childminder is registered to care for a maximum of four children at any one time, one of whom may be in the early years age group but she is currently minding three children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The overall quality of the provision is satisfactory. Children are happy and settled and making steady progress towards the early learning goals given their starting points. The childminder provides a warm and welcoming environment where children's individual needs are generally met well. There are sufficient links with parents help to involve them in their children's care and education, and they are kept informed of their progress. The childminder has made some improvements to the service she provides by addressing most of the recommendations made at her last inspection.

What steps need to be taken to improve provision further?

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

- develop systems for observations and assessments to identify learning priorities and plan relevant and plan motivating learning experiences for each child.
- improve risk assessments carried out to ensure that all areas of the home are safe and risks to children are minimised
- improve sleeping arrangements for children to ensure they are safe and comfortable
- develop systems to monitor and evaluate the children's welfare, learning and development and improvement of outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge and understanding about how to safeguard children and is aware of procedures to follow if she has any concerns about children in her care. There are sufficient policies and procedures in place which are shared with parents. The childminder's home is suitably organised so that children can independently access an appropriate range of resources that

meets the needs of all children who attend. Although the childminder keeps a record of risk assessments they are not reviewed on a regular basis to identify new hazards such as maintaining appropriate radiator temperatures and making sure that bathroom facilities are safe and ensuring that smoke detectors are appropriately fitted. Since the last inspection the childminder has made improvements to her record keeping and ensures that written parental permission to seek emergency medical advice or treatment is requested and that a complaints log is available to parents on request. Activities provided now include outings and children have opportunities to use malleable materials. However the childminder has not yet fully developed systems to effectively monitor and identify the strengths and weaknesses in the service she provides. The childminder intends to go on further training courses to improve her child care knowledge. The childminder has a generally positive relationship with parents. She meets with parents on a daily basis to give them feed back on their children's achievements, well-being and development. The childminder is aware that she needs to build links with other provision delivering the Early Years Foundation stage where children may attend to ensure continuity of care and learning. The childminder is caring for more children than her conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

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

The childminder has satisfactory knowledge of the Early Years Foundation Stage and takes appropriate steps to support children's learning and development. Children are happy and settled and sufficiently confident to play independently. The childminder has not yet fully developed systems for observations and assessments to effectively meet the needs of children attending in the EYFS stage. Children are developing problem solving, reasoning and numeracy skills as they count animals in their favourite books, complete puzzles and recognise and say some numbers in order. The childminder also uses age appropriate books to help to develop children's understanding of number recognition. Children are gaining knowledge and understanding of the world as they construct models with bricks, use programmable toys such as electronic activity centres, toy mobile phones and have access to a laptop with suitable programmes to support their learning. Children have sufficient opportunities to learn about different cultures and beliefs through discussions with the childminder and have access to resources such as dolls, books and images that promotes diversity. Children are learning how to socialise with other children of a similar age through regular visits to toddler groups and childminder drop-in centres. They go for walks to the local shops and library where they can choose and borrow books.

Children are happy and settled and are developing trusting relationships with the childminder. They are learning the benefits of good hygiene practice through their daily routine. The childminder ensures that her practice prevents the spread of infection by making sure children have separate towels and flannels, including bedding. However sleeping arrangements do not take into account the ages and stages of children attending. There is sufficient fire detection equipment in place

but the childminder does not have clearly defined procedures in place for emergency evacuation and children do not practise fire drills to help them become aware of how to keep themselves safe. Children have opportunities to take part in physical activities such as outings to local parks where they can play ball games, use swings and slides. Children also have access to the childminder's garden for outdoor play where they can ride bikes and practise their running skills. Children use crayons, scissors and shape cutters with malleable materials which promote their fine motor skills. Children are becoming confident speakers and can name everyday objects and sing along to nursery rhymes and songs they have learnt. Children enjoy naming the animals in their favourite books and are learning to make sounds that the animals make. Children enjoy listening stories and are becoming familiar with the characters in books. The childminder encourages children to take books home so that parents can get involved in their learning.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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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