

Inspection report for early years provision

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Inspection date	02/11/2009
Inspector	Rebecca Hurst
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 lives with her husband and two children in a residential area of Walworth. The childminder lives close to local shops and transport links.

The childminder may care for no more than two children under eight years; of these, not more than one may be in the early years age group, and of these, no children may be under one year at any one time. The childminder is registered on the Early Years Register and 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.

The childminder provides a safe and welcoming environment that supports children well. The partnership with parents contributes to meeting individual children's needs and children are valued at the setting because the childminder promotes diversity and equal opportunities through the careful planning of activities and resources. The childminder is beginning to self-evaluate her practice. She shows commitment to improve areas in her practice in order to meet children's individual needs and improve the outcomes for children in her care.

What steps need to be taken to improve provision further?

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

- improve resources to teach children about diversity and equal opportunities
- improve complaints policy to include the address of the regulator
- Update the record of risk assessment to include any assessments of risks for outings and trips

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection issues and how to safeguard children. Children feel safe due to the caring nature of the childminder and her knowledge of safety issues. The childminder carries out checks on her home to ensure it is safe for the children to attend. The childminder has a full understanding of how to keep children safe on outings, however, these are not written. Consequently, there are risks the childminder is not fully aware of due to the lack of written policies and procedures in place. Children are kept safe whilst in the home as the children practise regular fire drills, which are recorded to show the childminder how well it went.

The childminder has a good understanding of equality and diversity and what to teach to the children. Children's learning of this subject is limited due to the

resources that are available to further enhance their knowledge. The childminder has an Arabic speaking laptop for the children to listen to the language and look at how they write their alphabet. Children enjoy learning about different festivals and celebrations from around the world which are taught by the childminder at a level the children are able to understand given their age and ability.

The childminder's self-evaluation process is effective as she has been able to highlight areas in which she has weaknesses. The childminder is proactive in updating her own knowledge of child care practices by attending ongoing training sessions with the local early years team. The childminder has a good working relationship with the parents of minded children. They receive daily feedback by the childminder, and she works with them to ensure they are all doing the same thing with regards to their learning and care. The childminder is fully aware of working in partnership with others and that it benefits the care of the children. The childminder has full policies and procedures in place. The complaints procedure is not fully up to date to provide the parents with full details of the regulator.

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

The childminder is fully aware of her need to plan for each child's individual learning. The children have clear starting points in place, as the childminder has met with parents to find these out. These are then used to aid the childminder's planning of future activities and enhance the children's learning. The childminder ensures she completes detailed observations on all of the children in her care. Each observation has the area of learning that it is linked to and the next step for the childminder to progress their learning and development. The childminder also ensures she links the observations to the six areas of learning which is appropriate for the age, ability and stage of learning for the child.

Children enjoy a varied amount of activities that the childminder has planned for them. The childminder will use the observations of the children and will also discuss with them what they would like to do. The childminder talks to the children about what they are doing and explains to them the importance of sharing. As a result children are well behaved. Resources are all labelled which ensures children learn early word recognition. They are also stored at a level that allows the children to self select what they would like to play with. Consequently, children's independence skills are being nurtured.

Children enjoy lots of messy activities and pick materials for them to use such as leaves. Children enjoy painting the leaves and making a collage with the materials the childminder has provided for them. Throughout the activities the childminder asks the children questions about their work and what they are doing. This makes the children think about what they have to answer and what they are doing. The childminder talks to the children throughout the activities and praises their good work. The childminder places the art work on display, which helps to build their self esteem and their confidence.

Children are thoroughly protected from cross infection and contamination as they

are taught when they cough they need to cover their mouths and then to wash their hands straight away. Children are also taught to wash their hands before any meal and after they have been to the toilet. Children receive a healthy and balanced diet from the childminder. The childminder gives the parents the details of the menus and ensures that they have fresh fruit and vegetables during the day.

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	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:	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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