

Inspection report for early years provision

Unique reference number	EY365765
Inspection date	11/02/2011
Inspector	Josephine Geoghegan
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the childminding

The childminder was registered in 2008 and lives with her partner and their four children, two of whom are in the early years age range. They live in the Walworth area of the London borough of Southwark. Children have access to all areas of the home and the childminder uses local parks for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than three children under eight years; of these, not more than one may be in the early years age group at any one time. There is currently one child on roll in the early years age and three children in the latter years age range, children attend for a variety of sessions. The childminder supports children who are learning English as an additional language. The childminder does not provide overnight care or employ an assistant. The family do not have any pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows a strong capacity to maintain continuous improvement as she has met all recommendations raised at the last inspection, uses methods of self-evaluation and has extended her knowledge of childcare through attendance at a variety of training courses. The need of all children in the Early Years Foundation stage are met effectively as the childminder is able to identify children's learning needs and plans a good range of activities and outings that reflect their interests.

What steps need to be taken to improve provision further?

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

- develop the methods of recording children's progress

The effectiveness of leadership and management of the early years provision

The childminder has attended relevant training relating to safeguarding children's welfare and keeps relevant documents easily accessible; this ensures that she is able to take prompt action if she has any concerns regarding children's welfare. She ensures that all household members complete vetting checks to assure their suitability to be with children. A good range of policies and procedures are in place that support the management of the service. The childminder ensures that all required documentation is used appropriately so that clear records are kept regarding children's attendance and any accidents or medication, helping to safeguard their welfare. The childminder shows high regard to promoting children's

safety while in the home or on outings. For example, she has conducted relevant risk assessments and has safety equipment in the home, such as safety gates and appropriate fire safety equipment. In addition, children participate in regular fire evacuation drills, helping them to feel safe as they are familiar with these emergency procedures. Deployment of resources is strong as the childminder ensures that her daily routines are well organised to maximize the opportunities for children to play and socialise during the times that they attend. For example, they regularly attend play sessions at the local children's centre and library and engage in activities in the home and use parks for outside play.

The childminder ensures that she relates her care to children's individual needs and talks to parents about children's care needs and routines, promoting consistency of care. She has established methods of support for children and parents who are learning English as an additional language, promoting inclusion. The childminder ensures children are able to experience a variety of activities that help develop their understanding of cultures and beliefs and provides books and toys that promote equality. The childminder has previous experience of caring for children who have identified special educational needs and/or disabilities. She shows a clear awareness and commitment to working in partnership with other professionals, for example, by developing good links with the schools that older children presently attend. Parents are offered a range of information about the childminders service. They participate in a gradual settling in procedures and report that communication is good as the childminder makes time to talk about all events of the day when they collect their children. Parents also report that their children are happy and that the childminder shares lots of information and advice about healthy eating for example. The childminder has developed effective systems to evaluate the quality of her service and shows a strong commitment to driving improvement. She makes clear and realistic plans for improvement relating to all aspect of her service and she has attended a range of training courses, enabling her to extend her knowledge of childcare and education. In addition, she has successfully met all recommendations raised at the last inspection.

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

Children are supported well by the childminder during play as she follows their interests well and encourages them to explore during play. The learning environment is well organised, enabling children to easily access toys and books that are suitable for their age and abilities. Resources are well maintained and reflect all areas of learning. The childminder ensures children's physical care needs are met as she has a range of child sized furniture and equipment available. Children's good health is promoted well as the childminder ensures they are offered a balanced diet of home cooked meals that are freshly prepared. She offers a range of healthy snacks and ensures children have constant access to fresh drinking water, enabling them to develop healthy eating habits. Children's individual dietary needs are known and respected. Children adopt healthy lifestyles as they engage in frequent outings to local parks and children's play areas, enabling them to gain regular exercise and fresh air that promotes their good

health.

The childminder is developing methods of assessing children's progress. She makes observations of children during play that show clear links to the expectations of the early learning goals, although these methods of recording children's assessments are in their infancy. The childminder shows a clear awareness of the needs of all minded children and uses her knowledge along with her assessments of their progress to plan activities that relate to their learning needs. In addition, the childminder has secure methods in place to help identify any additional needs as she shares information regarding children's progress with parents and teachers of older minded children on a regular basis. The childminder helps children to learn about expectations of their behaviour as she encourages them to be kind and share and take turns during play, enabling them to show a positive contribution to their learning environment. Children are offered a good balance of activities and outings that enable them to participate in indoor and outside play along with adult led activities and free play. Children show good relationships with the childminder as they interact well and move freely during play. Parents are able to settle their children into the childminders care gradually, enabling them to feel safe and secure when their parents leave. The childminder promotes children's self care skills at meal times and encourages them to make choices during play, developing their independence. The childminder encourages children's language skills well during play through lots of conversation and by asking children questions.

The childminders attune to the attempts at speaking and gestures used by younger children, promoting good communication. Children have good opportunities to be creative while using range of drawing and art materials. They enjoy using a variety of musical electronic toys that help them find out how things work and develop their awareness of technology. They have opportunities to learn about shape and size while using construction sets and puzzles with the childminder and enjoy using the bead rail, helping them to develop their problem solving skills. Children have good opportunities to develop their knowledge and understanding of the world as the daily routine incorporates outings in the local environment, enabling them to learn about nature and the community in which they live and develop their physical skills while the use the climbing apparatus in the children's play area. Overall, good systems are in place to ensure children have access to a good range of activities and outings that help them develop their skills for the future.

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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