

Inspection report for early years provision

Unique reference number	EY366210
Inspection date	13/11/2008
Inspector	Sandra Patricia Jeffrey
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 2008. She lives with her husband and two children aged six years and nineteen months. They live in a three bedroom house in the London Borough of Croydon. Children have use of the downstairs of the property and the upstairs bathroom facilities. There is an enclosed back garden available for outdoor 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 four children under eight years old and there are currently three children on roll in the early years age range.

The childminder is a member of the National Childminding Association. There are no pets.

Overall effectiveness of the early years provision

Children are happy and settled in the care of the childminder who ensures that their welfare and learning and development are sufficiently promoted. Her sound knowledge of the children she cares for means that the children take part in a suitable range of activities and opportunities to help them progress. Children enjoy free play and have free access to resources, which helps them to make choices about their own play, their learning is, however, not achieving it's full potential because the childminder has yet to fully introduce effective planning and assessments. Parents receive regular information on their child's progress. The childminder reflects on her practice and she is able to look at her strengths and areas for improvement to ensure the provision remains inclusive.

What steps need to be taken to improve provision further?

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

- provide children with experiences and support which help them to develop a positive sense of themselves and of others and respect for other cultures and beliefs
- continue to develop knowledge of the EYFS framework and ensure that planning supports each child's individual needs, to aid their development, and continue to develop the planning and assessment systems, to further encourage children's all round development and learning
- improve fire safety precautions by ensuring the fire blanket is in working order and by practising regular evacuation drills and recording details of any problems encountered and how they were resolved in a fire log book
- take appropriate steps to minimise the risks to children in relation to the ranch style banister on first floor
- devise and implement a system to record risk assessments, including risk assessments for each specific outing with children, clearly stating when the

assessment was carried out, date of review and any action taken

The leadership and management of the early years provision

Children are cared for in a welcoming and organised environment. They are cared for by a childminder who holds a relevant childcare qualification which she uses effectively to provide satisfactory care. Children are happy and settled with the childminder, who devotes her time to the children, helping them feel secure and comfortable and ensuring that their individual needs are catered for.

Relationships with parents are developing and the childminder ensures there is a daily exchange of information about the children's care, learning and development. Daily records are kept for the younger children and parents are encouraged to add their own comments to these records to ensure an effective flow of communication, thus ensuring continuity of care for the children. The childminder offers a very flexible service that accommodates parents' different working patterns and needs, which is greatly appreciated by the parents.

The childminder has some knowledge of the Early Years Foundation Stage (EYFS) requirements and the implementation of this knowledge means children's welfare is suitably promoted. A range of written policies and procedures are in place that help to underpin her practice.

Systems are being developed in relation to supporting children's learning, taking into account their starting points on which the childminder can base the activities and opportunities for their learning, however, these are not yet fully effective.

The childminder has a sound understanding of her responsibility to protect children from abuse or neglect and this coupled with having current procedures at hand means that children are appropriately safeguarded.

The quality and standards of the early years provision

Children's learning is supported well and they are provided with a mixed variety of resources and experiences that help them make steady progress in their learning and development. They enter the home confidently and happily self select their chosen toys, which encourages their independence. The childminder is warm and responsive to the needs of the children, offering them reassurance when needed and affection. She consistently praises them and engages in their play.

The childminder has given some consideration to ensuring children are appropriately safeguarded and conducts regular risk assessments of the premises and the equipment. However, some areas of potential hazard remain in relation to fire safety precautions and the banisters on the first floor of the premises. Records of risk assessments are not kept, including risk assessments for specific outings.

Children's health is promoted well because the childminder ensures her home is clean and well maintained with suitable hygiene practices in place. The required

records and information to promote children's welfare is in place and there are clear procedures for minimising the spread of infection.

Children are encouraged to learn the benefits of having a healthy lifestyle and the childminder actively promotes healthy eating. Drinks of fresh water are readily available and children enjoy healthy snacks of fresh fruit.

The childminder makes observations of the children, takes photographs of them at play, with parental permission, and is getting to know them well. She is developing the use of this information to inform future planning and assessments in order to show how the children are making progress whilst in her care, in partnership with parents.

Weekly plans are devised based on what the childminder has observed the children attending enjoy doing. For example, some children like books, so the childminder ensures there is always a selection of books available and sits and reads these to the children. Although the plans are quite basic, they do show that children take part in a variety of activities, both inside and out of the home. The range of resources in place are sufficient and offer challenge and variety for the children.

There is a small selection of resources that reflect diversity, but festivals and celebrations are not currently acknowledged by the childminder, which does not give children opportunities to learn about themselves or others in our diverse society.

The childminder manages children's behaviour appropriately in accordance with their age and understanding and teaches them right from wrong. The childminder demonstrates a positive attitude to meeting the needs of children with disabilities and/or learning difficulty and of all children in her care, whilst working in partnership with others as necessary.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.