

Inspection report for early years provision

Unique reference number	EY368762
Inspection date	12/11/2008
Inspector	Mauvene Burke
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 partner and their two children, aged three and five years, in a two bedroom ground floor flat in Peckham, in the London borough of Southwark. The premises are easily accessible to all children and parents who attend.

Children have access to the whole of the premises, however, generally, the lounge and the childminder's children's bedroom are used for play. The childminder lives close to local schools, shops and other useful amenities and she attends local toddler groups.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for a maximum of three children at any one time and is currently minding two children who are in the early years age group.

The childminder is a member of the National Childminding Association (NCMA) and she holds a National Nursery Examination Board qualification.

Overall effectiveness of the early years provision

Children are cared for in a warm, welcoming and inclusive environment where their uniqueness is recognised and respected by the childminder. Their welfare is promoted well and they are making good progress in their learning and development. Partnerships with parents contribute significantly to ensuring that the needs of all the children are met. The childminder follows good practices that ensure children are kept safe and their welfare safeguarded. The childminder has started to evaluate her practice and has a clear understanding of what her strengths are and the areas for development. She has a very positive approach to continuous improvement and further training.

What steps need to be taken to improve provision further?

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

- identify children's next steps in their learning in order to inform future planning to ensure that all areas of their learning are being met
- promote positive attitudes to diversity through activities and resources that encourage children to talk about similarities and differences and the reasons for these.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that parents are provided with the procedures to be followed in the event of failing to collect a child at the appointed time (Safeguarding and promoting children's welfare)

03/12/2008

The leadership and management of the early years provision

The childminder maintains well organised records, which include written policies and procedures to ensure that the needs of all children are well met. These are shared with parents, who sign to confirm they have read and understood them. However, the childminder does not have a procedure in place that she would follow in the event of a parent failing to collect their child. The childminder has attended all the required training courses and is well qualified to provide good quality care and education for the children.

The childminder has started to evaluate her practice. She is positive and enthusiastic about ensuring future improvements and has a clear understanding of her strengths. For example, she is committed to improving her knowledge of relevant issues through further training in areas such as observations and assessments. She has also rearranged her furniture several times in order to make best use of the space available and also to ensure that she can see the children from any angle whilst she is in the kitchen or in the lounge area.

Children are safe and secure in the childminder's care. They are well supervised and cared for in a home that has been made safe for their enjoyment. The childminder conducts regular risk assessment on all areas of the home and equipment and makes appropriate use of safety equipment, such as socket covers and corner blocks. Children are further safeguarded as the childminder has a secure understanding and knowledge of child protection issues and procedures.

The childminder keeps parents well informed about the Early Years Foundation Stage (EYFS) by talking to them and providing information for them to read. She also keeps parents informed about their children's progress through daily discussions, through a written journal and by sharing her written observations and photographs of the children. Letters written by parents speak about the childminder's "professionalism", how much they "appreciate" her and how happy they are with the care that she offers.

The quality and standards of the early years provision

Children are happy and settled in this warm and welcoming home. Children are able to explore this environment because they are secure and have fostered good relationships with the childminder and other children in the home. They move around confidently and are acknowledged and affirmed by the childminder. This helps to promote a sense of belonging for each child. The childminder provides children with high levels of individual time and support. She knows each child well and plans the activities to suit their differing ages and abilities.

Children are provided with a wide range of interesting age appropriate activities which help them to make progress across the areas of learning. The childminder supports children well in their learning as she has developed a good understanding

of the EYFS. Children show positive attitudes to learning. However, although an observation and assessment system is in place, it is not yet fully developed to clearly determine children's next steps in learning that would help to plan for the future.

Child-size mirrors are placed strategically in the living room, enabling babies to see their own reflection and there is enough space for babies to move around and explore. This helps them to become aware of themselves and show they are separate from others. Further to this, it helps children to investigate their environment both with interest and with a good degree of independence. Children are beginning to gain a sense of right and wrong and respond to small boundaries set by the childminder. For example, when one child hits out at another, the childminder gently says no, shakes her head and encourages the child to say sorry. The child responds by stroking the 'injured' child's hair and claps when the childminder says 'well done'.

Children take pleasure in making and listening to a variety of sounds, for example, when they play the xylophone and other musical instruments. They enjoy hearing their own voices when they squeal on top of their voices together whilst waiting for their lunch. The childminder helps children's language to develop as she constantly talks to the children about what is happening at the time. For example, when she is about to prepare their lunch, she tells them what she is doing and, whilst they are playing, she talks to them about what they are doing all the time and offers encouragement. Children enjoy, taking part in action songs such as 'Wiggly Worm' and are starting to show an interest in 'feely' books and stories.

Children's health and welfare is protected as the childminder has established consistent hygiene procedures and practices. When the childminder tells the children it is time to 'wash hands', the children respond by holding their hands out whilst they head for the bathroom. Resources and premises are well maintained, clean and suitable for their use. Children learn the importance of leading a healthy lifestyle as they are encouraged to eat healthy snacks, such as fresh fruit and rice cake and healthy lunches. They are offered water throughout the day. Children have daily opportunities to take regular exercise and enjoy fresh air when they go on the school run with the childminder, on trips to the local park and when they go to local groups. Some resources that reflect a diverse society are included within the children's play environment, but these are somewhat limited and do not do enough to sufficiently help children understand, respect and value those who are different from themselves.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- update the safeguarding policy and procedures in line with those of the Local Safeguarding Children Board and include the procedures to be followed in the event of an allegation being made against any person living or working on the premises.

03/12/2008

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.