

Inspection report for early years provision

Unique reference number	EY372996
Inspection date	30/01/2009
Inspector	Christine Jacqueline Davies
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 was registered in 2008. She lives in a two bedroom flat in the London Borough of Southwark. The whole of the premises is used for childminding except for the master bedroom. There is also access to a garden for outdoor play. The property is close to local schools, parks and transport services.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time. There are currently four children on roll, two of whom are in the early years age group. There are no pets on the premises.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder has a sound knowledge of the Early Years Foundation stage (EYFS) enabling children to make steady progress in their learning and development. She ensures that most of the welfare requirements are adhered to, however, procedures are not sufficiently rigorous to ensure that all adults working on the premises are suitable to be in the proximity of children. This compromises children's safety and well-being. The childminder is steadily developing her systems to monitor and evaluate all areas of her provision so that children's overall welfare and learning and development are further enhanced.

What steps need to be taken to improve provision further?

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

- develop resources reflecting diversity
- further develop assessment system so that it clearly shows how the next steps in children's learning are planned for

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

- ensure Ofsted is notified of all adults looking after children and that they have undergone an enhanced Criminal Records Bureau (CRB) check (Suitable people) (also applies to the compulsory part of Childcare Register) 31/03/2009
- ensure a risk assessment for outings is devised (Safeguarding and promoting children's welfare) 31/03/2009

The leadership and management of the early years provision

The childminder provides a flexible, organised service which helps to promote the individual needs of children in her care. Partnerships with parents are a key feature of the provision. The childminder has devised extensive information about her service which includes a range of policies and procedures which are available to parents. Initial meetings with parents enable the childminder to gather information about individual care needs, interests and specific dietary requirements. Parents' views are valued and time is set aside to discuss issues as well as share information about children's care development and progress, promoting an inclusive environment.

Safeguarding systems are mostly satisfactory as the childminder has an awareness of what to do should she have concerns about children in her care and has up-to-date local authority guidelines in place. However, systems to recruit additional staff or assistants are not sufficiently rigorous to ensure that adults looking after children are suitable to do so, which means children's welfare is compromised at times. Risk assessments conducted on the premises are effective and toys and equipment are well maintained, consequently, enabling children to play freely and independently. However, a risk assessment for outings has yet to be devised.

The process of self-evaluation is at the early stage of development. The childminder actively seeks the views of parents regarding the quality of care provided and has used the Ofsted self-evaluation form as a starting point to identify the strengths and weaknesses of her provision. She has identified training as a priority for the future and has developed links with the local authority. However, the full impact on children's outcomes is yet to be assessed, as identified priorities have not been fully implemented.

The quality and standards of the early years provision

Children are secure in their surroundings and benefit from a calm and supportive environment which encourages independence, autonomy and active learning. They are happy and settled and have a close relationship with the childminder, promoting their confidence and self-esteem. Positive behaviour management means that children are clear about boundaries and rewarded with praise if they behave well. Activities are thoughtfully planned using the practice guidance for the Early Years Foundation Stage (EYFS) and take into account children's natural curiosity as well as their individual interests. Detailed discussions with parents ensure that information regarding children's starting points and capabilities is obtained and used to provide appropriate activities. Assessment of children's progress include regular observations, however, it is not always clear how information obtained from these observations is used to track and plan the next steps in children's learning. So as a consequence learning opportunities may not always be fully optimised.

Good use is made of space so that children's individual needs are supported. For example, resources are stored at a low level for easy access. In addition, there is a

separate log cabin in the garden where children can explore a wide range of creative activities, role play and constructional activities. Children play spontaneously as well as taking part in adult-led structured activities where they learn about how water turns to ice, how a weather pane works in the wind or different seasons such as spring, contributing to their knowledge and understanding of the world around them. Children listen attentively to stories, confidently pointing to familiar characters and anticipating key events. They problem solve as they build a tower of cubes in order of size and enjoy building their own models with Lego. Children develop their physical skills when they use a range of wheeled toys in the garden or use the swings and slide when they visit the local park. They attend local community groups on a weekly basis, helping to develop their social skills.

The childminder promotes an atmosphere of respect and values children's cultures, however, there are few opportunities for children to learn about differences and similarities of others within the play environment as there are no resources reflecting diversity available to them. Children are well nourished and they are provided with a healthy, balanced meal and snacks throughout the day. They are given many opportunities to taste different foods, handle and explore different textures, and learn about why food is healthy for them through regular discussion. Suitable safety precautions are in place which ensures that children are kept safe on the premises and protected from harm. For example, stairgates are fitted to prevent unsupervised access to areas out of bounds to children.

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?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
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 provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

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:

- take action as specified in the early years section of the report (Suitable people)

31/03/2009

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.