

Inspection report for early years provision

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Inspection date	26/04/2010
Inspector	Pamela Bailey
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 was registered in 2009. She lives with her partner, two children aged two and eight years and her sister in the London Borough of Lewisham, close to the town centre and public transport links. The whole of the ground floor of the childminder's home is used for childminding. The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding two children in this age group. She is also registered by Ofsted on the compulsory and voluntary parts of The Childcare Register. The childminder attends several toddler groups and takes children too the local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their learning and development, overall. Generally effective partnerships have been established with parents. However, the childminder works less effectively in partnership with other professionals involved with children in her care. The childminder is in breach of a few of the specific legal requirements which compromises some aspects of children's welfare. The childminder has started to monitor and evaluate the service that she provides. Plans for the future are appropriately targeted to bring about improvements to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- display the certificate of registration (Documentation) 12/05/2010
(also applies to the compulsory and voluntary parts of the Childcare Register).

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

- match observations to the expectations of the early learning goals in order to provide a clear picture of progress in all areas of learning and fully promote continuity and progression
- carryout a risk assessment for each type of outing and review it before embarking on each specific outing
- provide opportunities for children to practice the emergency evacuation procedures so that they become familiar with the routine in the event of an emergency
- improve the range of resources that reflect positive images of different culture, gender and disability and encourage children to talk about similarities and differences and the reasons for these and help children to learn to value

- aspects of their own and other people's lives
- promote children's achievements and well-being by establishing effective working relationships with other providers delivering the Early Years Foundation Stage for children attending other settings.

The effectiveness of leadership and management of the early years provision

Children's care and learning is generally well promoted because the childminder has a satisfactory knowledge and understanding of most of the requirements of the Early Years Foundation Stage. The childminder has a sufficient understanding of her legal duties and responsibilities with regards to child protection issues. For example, she is aware of the safeguarding procedures to be followed if she has a concern about a child in her care or in the event of an allegation being made against any person living, working, or looking after children at the premises. The childminder has taken reasonable steps to eliminate risks to children inside the home and keeps a record of the risk assessment carried out as required.

The childminder provides a satisfactory range of equipment and resources, these are easily accessible in the learning environment. With the exception of a few books and one doll that depict different cultures, there are a limited range of resources that reflect positive images of different cultures, ethnicity, gender or disability. The daily routine ensures children learn about the environment through visits to local amenities such as parks, toddler groups and library however, the childminder has not carried out a full risk assessment for outings or obtained written consent from parents to take children on outings.

The childminder strives to provide a service that is inclusive for all children. For the most part, she is successful in ensuring that all children get the support they need and make satisfactory progress in their learning. However, systems for observations and assessments of children's progress are not rigorous enough to track individual learning across all areas of learning in order to fully promote continuity and progression towards the early learning goals. Parents are kept informed about their child's well-being, achievements and the service the childminder provides through informal daily discussions, the sharing of daily diaries, photographs and her written policies and procedures. However, the childminder has failed to display the certificate of registration as legally required. Not all processes are in place to ensure an effective working partnership with other providers delivering the Early Years Foundation Stage to children in her care. The childminder is motivated to improve her childminding practice. She has taken steps to evaluate her provision for children's welfare, learning and development. She recognises her strengths and has identified some areas for improvement. For example, she has identified she wishes to improve the safety and security of the garden and wishes to involve parents more through the use of a questionnaire.

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

The childminder makes sound use of routines and incidental opportunities to support and promote children's learning. She manages her time effectively by following children's interests. Children are content, settled and enjoy the time they spend in the childminder's care. Children confidently choose resources and develop a sense of responsibility by packing resources away when they have finished playing with them. Children are well behaved. They participate in activities where they learn to share, take turns and show respect for each other. Children are starting to gain an understanding of what is expected of them and build positive relationships with adults and their peers. Their confidence and self-esteem are increasing as they respond to praise and encouragement from the childminder, which impacts on their behaviour.

Children's early language skills are developing steadily and they are keen to talk to adults and their peers. For example, their vocabulary is extended through the childminder's effective questioning, repeating of children's responses and the introduction of new words such as 'spatula' and 'chilli pepper' when role playing. Children know and enjoy familiar songs and number rhymes. They benefit from individual support to help them count, recognise shapes, colours, size and sort objects. They are beginning to learn to problem solve as they insert objects into containers, complete puzzles and dress and undress dolls.

Children learn about the natural world through trips in the local community. However, to a lesser extent, the society in which we live. The range of resources inside the childminder's home does not help children to recognise, value and respect similarities and differences between themselves and others. Children have opportunities to investigate how things work. They confidently explore programmable toys and are beginning to understand information technology through using telephones. Role play activities are varied and interesting. Children enjoy pretending to make meals, serving each other and adults and going shopping.

Children are beginning to show an understanding about healthy lifestyles. They follow appropriate personal hygiene routines. Children regularly take part in activities that contribute to their health and develop their physical skills. Indoors they develop new skills such as throwing and batting the ball. Trips to the park and the use of large play equipment help to develop their balance and coordination. Children receive and enjoy healthy meals which encourages them to develop healthy eating habits from a young age. Children are developing an awareness of some safety issues. They learn about road safety on outings. However, they do not have opportunities to practice and become familiar with routines in relation to emergency evacuation.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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:

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 12/05/2010
- take action as specified in the early years section of the report (Welfare of the children being cared for)(Certificate of registration). 12/05/2010

To comply with the requirements of the voluntary 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 and the compulsory part of the Childcare Register (Welfare of the children being cared for) (Certificate of registration) (Arrangements for safeguarding children). 12/05/2010