

Inspection report for early years provision

Unique reference number	EY392595
Inspection date	25/01/2011
Inspector	Janet Williams
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.

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Description of the childminding

The childminder registered in 2010. She lives with her two children age 12 and 15 years. They live in a flat in the Dulwich area in the London borough of Southwark. The lounge is mainly used for childminding. The building has no lift. The childminder is registered to care for a maximum of four children under eight at any one time. She currently has one child on roll. She is registered on the Early Years Register and on the compulsory part of the Childcare register

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a supportive and stimulating environment. The childminder has established a good relationship with parents and works closely with the local authority early years. All of which contributes to promoting positive inclusive practice.

The childminder is fully aware of her strengths and weakness through self-evaluation to secure continuous improvement to promote effectively children's welfare and learning.

What steps need to be taken to improve provision further?

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

- ensure that the record of risk assessment includes information on who conducted it 04/02/2011
- take necessary steps to promote the welfare of children obtain parental permission to seek emergency medical advice or treatment. 04/02/2011

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

- provide a range of resources and play materials that reflect diversity and to raise children's knowledge about disability

The effectiveness of leadership and management of the early years provision

The safe and secure environment enables children to thrive. The childminder has completed a safeguarding training course and is clear of what she should do if she has concerns about a child in her care being at risk. Appropriate risks assessment procedures are in place to ensure that all areas of the home and routes children

use to walk home from school are safe and secure. However, records do not clearly state by whom. This is a specific legal requirement. Good comprehensive policies and procedures are in place to promote the welfare of children. Although appropriate systems are in place that include recording children's arrival and departure times, medication to be administered and emergency medical treatment. The childminder has failed to obtain parental consent for outings and medicines to be administered. This is a specific legal requirement. The childminder satisfactorily promotes and monitors the quality of care and learning provided through self-evaluation and attending various training courses which relate to the Early Years Foundation Stage.

The childminder organises her day well to ensure that children are involved in a good range of interesting and challenging learning opportunities. She demonstrates a competent knowledge of the Early Years Foundation Stage relating to children's learning and development. Observations and assessments in place are evaluated to successfully move children through the stages of development and achieve the early learning goals.

Good partnership with parents contributes considerably to children's well-being and education. Parents contribute to an initial assessment of their child. This also helps the childminder to build on what children already know. Each day the childminder completes a care diary in which is shared with parents this enables parents to make comments. Feedback received from parents indicates how they are happy with the quality of care and learning provided. The childminder makes good use of local authority; frequent communication enables her to keep up to date. Partnership with the children's schools enables her to share valid information, promoting continuity and providing stability for children being cared for.

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

Children participate in a range of creative activities that involve and interest them. They have access to a broad range of resources that are easily accessible and available to them enabling them to make their own choice. Most resources and play equipment avoid stereotyping. However, the childminder has few resources that reflect diversity and to raise children's knowledge about disability. Children are well motivated and enjoy new challenges. The childminder responds to children's interest which gives them confidence and positive self-esteem. They actively participate in cooking, where they make small cakes. This enables them to use their senses to explore and describe experiences, such as, tasting and smelling. Children are able to promote their numeracy skills through measuring the ingredients, using a spoon they count in sequence the amount of flour and sugar they require. They count confidently and show on their fingers the amount of spoonful used for each ingredients. Children are confident in using information technology. They have access to the computer where they discover and learn about the world and their environment. This contributes to their future life skills.

Children have the opportunity to develop their fine motor skills. They use pens and

pencils effectively where they are able to mark make draw and colour. Children speak very confidently to adults. They share with them about their day, express their ideas and experiences well using good vocabulary. Children are able to enjoy books and learn to appreciate books occasional trips to the library enables them to choose books of their choice. All in which contributes to their communication and language skills.

The childminder does not provide meals. However, she ensures that information is gathered regarding diet and medical history prior to children starting. Drinks are provided at regular intervals and children can request one at anytime. The environment is clean and tidy and children receive good support to develop good personal hygiene. Children learn and establish hygiene habits and routine. The childminder ensures children wash their hands prior to handling food.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	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	3
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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	2
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:	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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