

Inspection report for early years provision

Unique reference number	EY402878
Inspection date	19/05/2010
Inspector	Pamela Patricia Paisley
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 was registered in 2009. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her 12-year-old child in Sydenham within the London borough of Lewisham. The whole ground floor of the childminder's home is used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered to care for a maximum of four children at any one time and not more than three children may be in the early years age group. She is currently minding four children on a part-time basis in the early years age group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are motivated and take part in a wide variety of developmentally appropriate indoor and outdoor activities, which provide good levels of challenge. The childminder provides an inclusive and welcoming environment where children are making good progress in their learning. The childminder makes the best use of her time to support children and she uses the space and resources in her home well to meet the individual needs of children who attend. The childminder works in close partnership with parents to ensure that children achieve to the best of their ability given their starting points and capabilities. The childminder is committed to bringing about sustainable improvement to her provision to ensure that her practice has a positive impact on children's progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- keep a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 25/06/2010
- request written parental permission for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 25/06/2010

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

- develop observations and assessments in order to clearly identify children's next steps of learning
- ensure children practise regular fire drills to help them become aware of emergency evacuation procedures.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder clearly understands her role in child protection and is fully aware of the procedures to follow should a concern arise. Children benefit from playing in a child-centred environment with resources organised so that they can access them independently and safely. The childminder carefully selects toys, play materials and equipment to ensure they are of good quality and suitable for the ages and stages of development of the children in her care. Children are able to participate fully because activities are thoughtfully adapted to meet their needs. The childminder is strongly committed to inclusion and enthusiastic about undertaking relevant training to support children. The childminder carries out thorough risk assessments to minimise potential dangers. Appropriate safety equipment is used according to the age and needs of the children attending including socket covers, safety gates, cupboard locks and a fire guard; although no written risk assessments are kept. Parents are kept up to date about their children's achievements and progress and are fully informed of the childminder's childcare practices. They have opportunities to exchange information about their children on a daily basis. Well presented policies and procedures are in place that promotes the welfare and care of children; they are shared and discussed with parents so that they are aware of the service provided. The childminder completes a daily diary for each child in her care, which she shares with parents. They are encouraged to get involved in their children's learning and development through discussion with the childminder. The childminder has good links with other childminders. They liaise on a regular basis to share their knowledge and skills and support each other in providing good quality childcare. She is also aware that she needs to build strong links and liaise with other provisions delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care. The childminder has started to evaluate the service she provides to improve the outcomes for children and she intends to go on several training courses to enhance her knowledge and skills.

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

Children are well stimulated because the childminder provides a rich learning environment where they can have fun, be creative, develop good personal and social skills and become confident communicators. She plans her week effectively so that children get a wide range of activities and experiences that promote all areas of their learning and development. The childminder has a good knowledge of child development and how children learn and develop, although she has not yet fully developed a system to clearly identify children's next steps of learning. Children have many opportunities to take part in creative activities. They enjoy listening and dancing to music and making their own sounds using musical instruments such as xylophones, drums, musical activity centres and instruments they have made such as shakers and bells. Children are able to express themselves through the use of different types of media for painting, drawing and sticking.

Children engage in a good range of physical activities that help to keep them healthy. They regularly visit a baby gym where they can go on trampolines and slides, and a see-saw made from foam. Babies are beginning to support themselves as they learn to sit up unaided and the childminder provides a baby gym so that younger children can explore while lying down, sitting up and stretching to reach detachable toys. The childminder makes good use of her garden and children are able to play ball games and practise their throwing and catching skills.

Children eat healthily and the childminder ensures that fresh fruit and vegetables are part of their daily diet and their individual needs are taken into account. She makes sure that children experience different tastes such as meals from various cultures. Children have good opportunities to learn about the world around them. They go on trips within the local community to supermarkets and shops and look at vehicles and trees. Regular visits to museums gives children the chance to investigate and find out about living things such as fish, birds, goats, ducks, peacocks, sheep and badgers. Children have a regular chance to socialise with other children of a similar age and are beginning to form good friendships as they attend toddler groups and visit the local library and borrow books. The childminder provides daily opportunities for children to share and enjoy a wide range of rhymes, music and stories. The childminder ensures that she continually engages in conversation with the children so that they are hearing language all the time and have access to crayons and pencils for mark making and drawing. Children and babies are encouraged to feel valued and important because the childminder actively listens to them and gives them her full attention when they try to communicate with her. Children are learning mathematical concepts as they use shape sorters, sing number songs and when playing matching games, including putting objects into pairs.

Clear procedures are in place to protect children from cross-infections and well established hygiene routines help to maintain good health such as individual bedding and towels, and they are helped to understand that washing their hands before meals helps keep them healthy. The childminder is trained in administering first aid and has appropriate records in place regarding the administration of medication to children, although written parental permission for seeking emergency medical or treatment has not been sort. The childminder's home is well organised so that children can play and move around safely. There are effective fire safety equipment and clear evacuation procedures in place, although children do not practise regular fire drills to help them become familiar with emergency evacuation procedures. Children are learning about diversity through good access to resources that reflect positive images of culture, gender and disability and take part in celebrating various festivals and celebrations throughout the year.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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