

Inspection report for early years provision

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Inspection date	23/06/2010
Inspector	Pamela Bailey
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2010. She lives with her husband and three children aged 18 months, seven years and nine years in the London borough of Lewisham, close to parks, schools and public transport links. The whole of the ground floor and the first floor, with the exception of the bedrooms, is used for childminding. There is a fully enclosed garden for outside play.

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 range. She is currently minding three children in this age group. The childminder also offers care to children over five years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school/nursery school and attends several toddler groups on a regular basis. She takes children to the local parks and library.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development is sufficiently promoted in most areas. The childminder has a secure knowledge of each child's individual needs and ability. Children are safe and secure at all times and adequate relationships have been established with parents. The childminder has started to identify some aspects of her provision that she would like to develop further. Plans for the future are limited but likely to bring about some improvements to the provision.

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 the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 07/07/2010

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

- use the Practice Guidance for the Early Years Foundation Stage to help to identify children's next steps in their learning and use this information to inform planning for individual children
- establish effective working relationships with other providers delivering the Early Years Foundation Stage for a child or group of children to ensure

- progression and continuity of learning and care
- develop further the partnership with parents by providing opportunities for them to be involved in supporting their children's learning and development and the self-evaluation process
- improve the arrangements for nappy changing in order to prevent cross infection
- ensure that the resources to promote children's understanding of diversity positively reflect all aspects of society.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of child protection issues and the safeguarding procedures to be followed if she has a concern about a child in her care. The childminder has taken reasonable steps to ensure that risks and hazards inside her home are minimised. However, she does not keep a record of the risk assessment. Although this is a breach of the specific legal requirements, the impact on the children is minimal. The childminder makes appropriate use of the local amenities. She is a member of the toy library where she is able to regularly exchange the toys. The childminder takes children to the local parks and toddler groups and ensures that she carries out a risk assessment for each type of outing. Resources are adequate to support children's learning and development in most areas. However, not all resources provided to promote children's understanding of diversity positively reflect all aspects of society. For example, the dolls do not represent positive images of ethnicity. Children's health is promoted well in most areas. However, the procedures for nappy changing does not prevent cross infection. For example, the childminder does not wash her hands in-between changing each child.

There are clear and accessible channels for parents to communicate with the childminder. Parents are kept informed about their child's well-being and development and the service the childminder provides through a comprehensive registration pack. The childminder uses the information she receives from parents at the beginning of each placement to assess children's starting points and to record progress for each child, but systems are not in place to ensure that parents become fully involved in their children's next steps in learning. The childminder communicates with other providers delivering the Early Years Foundation Stage for children attending other settings, however, this information is not used effectively to fully support children's achievements and well-being.

The childminder has begun to evaluate her provision for children's welfare, learning and development. However, opportunities to actively gain parents views and suggestions about the provision have not been fully explored. The childminder recognises her strengths and has identified an area for improvement, such as further training on the Early Years Foundation Stage. However, her self-evaluation is not yet sufficiently robust to ensure that she focuses on the most significant areas in need of development in order to provide consistently good outcomes for children.

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

Children's care and learning is adequately promoted because the childminder has satisfactory knowledge of most aspects of the Early Years Foundation Stage. She has started to make observations and assess children learning using the Practice Guidance for the Early Years Foundation Stage. However, she does not use the information gained about children's achievements to identify their next steps in learning or inform planning for individual children's developing needs.

Children are very settled with the childminder. They receive appropriate attention, praise and warm encouragement from the childminder, who is responsive to their needs. Children are provided with a healthy range of snacks and meals which encourages them to develop healthy eating habits from an early age. Fresh drinking water is available at all times. Children are encouraged to drink plenty, especially in warm weather, to prevent dehydration and babies are supported to feed themselves, which helps to develop their independence. Children learn how to keep themselves safe through the childminder's gentle reminders and as they frequently practise the emergency evacuation procedures. This helps them to become familiar with the routine in the event of an emergency.

Children play in a safe and secure environment where they can move around freely. They enjoy and learn from a range of activities that allow them to explore and investigate. For example, children experiment with programmable toys by shaking, banging or pushing buttons and respond excitedly to the sounds they make. Children play outside on a regular basis, which contributes to a healthy lifestyle. Large equipment in the garden give children the opportunity to practise and develop their physical skills. Children play in the sand whilst the childminder introduces babies to the texture of the sand by gently rubbing it on their hands and feet. Children's early communication skills are developing steadily. They have free access to an adequate range of books and are able to make themselves understood through words, sounds and gestures. Children's vocabulary is extended through the childminder's introduction of words, sounds, singing songs, listening to nursery rhymes and stories.

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). 07/07/2010

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 under the compulsory part of the Childcare Register (Arrangements for safeguarding children). 07/07/2010