

Inspection report for early years provision

Unique reference number	EY405257
Inspection date	20/05/2010
Inspector	Mauvene Burke
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 seven year old daughter in a two bedroom house in the Tulse Hill area in the London borough of Lambeth. The downstairs of the house is used for childminding. There is an enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of four children under eight years old at any one time, of which no more than three may be in the early age range. She is currently minding one child in this age group who attends on a full time basis. At the time of this inspection, no children were present. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and has a NVQ Level 2 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder demonstrates a satisfactory knowledge and understanding of the Early Years Foundation Stage (EYFS). Policies and procedures are in place but are not always fully implemented. The individual needs of the children are known by the childminder which enables her to provide an inclusive environment. Observations and assessments are very much in their infancy. Satisfactory partnerships with parents and carers are being established but requires some development with regards to the sharing of information about children's achievements and progress. The childminder demonstrates a commitment to ongoing improvement in order to improve 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:

- ensure that a risk assessment is carried out for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 03/06/2010

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

- ensure that there is an up-to-date understanding of safeguarding children issues and the procedures to follow if there are concerns in order that the reporting of any concerns can be implemented appropriately
- ensure that regular evacuation drills are carried out and details are recorded

- in a fire log book of any problems encountered and how they were resolved
- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder generally safeguards children appropriately so that their safety and well-being is promoted. However, she does not have a secure understanding of the procedures to follow if she has concerns about a child's welfare and her safeguarding policy is not fully in line with that of the Local Safeguarding Children Board. The childminder has taken the necessary steps to ensure that her home is safe by carrying out daily risk assessments, nonetheless, although there is a safe evacuation procedure in place, she has not undertaken a fire drill with the minded children. The childminder has a clear outings policy, but she has not ensured that a risk assessment is carried out before embarking on each new outing. This is a specific requirement of the Early Years Foundation Stage. The childminder demonstrates a satisfactory understanding of the procedures to follow before and after administering medication to children in her care and shares her policies relating to this with parents and carers.

The childminder demonstrates how she ensures that the environment in which children play, both inside and outdoors, is safe, secure and enabling. Resources are stored at a low level in containers which means children can have easy access to them and will allow some level of independence. Resources provided are in a good condition and are age appropriate, suited to meeting the individual needs of the children attending. The childminder has recently started to evaluate her practice. However, this is in the very early stages of development and does not yet look at reflective practice. She has, however, devised questionnaires for parents and carers which asks them for their views on the service she is delivering. Future plans for the setting are limited but those that the childminder has identified, such as the improvement of the outdoor play space and equipment, is likely to bring about some improvement to the provision.

The childminder demonstrates a satisfactory understanding of equality and diversity and shares her equal opportunities policy with new parents and carers. She recognises that her collection of toys is limited in terms of promoting positive images of diversity. She describes how she provides an inclusive service by ensuring all children are welcomed into her home and how their individual needs are met through working in partnership with parents and carers. For example, she gathers information from parents at the start of each placement relating to children's individual needs such as allergies and likes and dislikes. She has not as yet devised a system which provides her with a starting point for each child in her care.

The childminder ensures that parents are shown the policies and procedures of the setting and that contracts are signed so both parties are aware of the other's expectation. The childminder demonstrates how she learns words from children's

home language to communicate with children in her care. This helps parents to feel involved and valued. There are no systems in place where children's progress and development can be discussed, as a result, they do not currently contribute to their child's learning and development. The childminder is keen to work with other agencies to benefit the children in her care as and when the need arises.

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

The childminder demonstrates a satisfactory understanding of the learning and requirements of the Early Years Foundation Stage. The children currently attending have been with the childminder for a relatively short period of time, therefore, at the time of the inspection very little was seen in terms of actual observations. Those seen have not been analysed to help the childminder plan 'what next' for the individual child. Nonetheless, the childminder has all the necessary child profile folders readily in place to start this important process. She understands how children learn through their play and how one well planned activity can meet all the six areas of learning.

The childminder describes what activities she provides for children, using some of the resources that she has available. For example, she has a wide array of books which she says she uses to help children to develop their fondness of books and their language and communication. Children are taken to the local childminding drop-in centre where children have the opportunity to socialise with other children, have a view of the community and have access to media such as water, sand and creative activities such as painting.

The childminder describes how she implements her policies relating to children's health by ensuring that children follow good hygiene procedures. She demonstrates an understanding of the importance of providing children with healthy and nutritious snacks. Through discussion, the childminder demonstrates a knowledge of positive behaviour management strategies. Methods currently used by the childminder include distraction and lots of praise. A written behaviour management policy shared with parents ensures that they are clear about her methods and helps to provide consistency of care for 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

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:	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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