

Inspection report for early years provision

Unique reference number	EY405536
Inspection date	11/07/2011
Inspector	Liz Coffey
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2011

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 father and four children. The family lives in a five bedroom flat in Forest Hill, in the London borough of Lewisham. The premises are laid out over the first and second floor of a converted house and accessed via some stairs. The whole of the first floor of the flat is used for childminding. There is a garden but this is currently not used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five 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 one child in the early years age group, who attends on a part time basis. The childminder is a member of the National Childminding Association. She holds a level two childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder ensures that children are cared for in a generally safe, inclusive and stimulating environment. The childminder safeguards children's welfare in many ways but has failed to identify some potential hazards in the home. Children generally make satisfactory progress, although planning, observation and assessment systems are not yet sufficiently developed to ensure that the next steps in children's learning are identified. There are generally effective systems in place to ensure appropriate information is shared with parents and others involved in children's care. The childminder has a positive approach to maintaining continuous improvement and has begun to use self-evaluation systems help to identify and address any areas for future development.

What steps need to be taken to improve provision further?

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

- develop the use of systems of self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- improve the use of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- extend risk assessments to cover anything with which a child may come into contact, with particular regard to potentially hazardous items in the kitchen .

The effectiveness of leadership and management of the early years provision

Children are generally kept safe and their well-being is promoted by the childminder. The childminder has devised written policies and procedures which she uses to share her procedures with parents. The childminder has appropriate referral details in place and is aware of the procedures she would follow if she has any safeguarding concerns. Children are cared for mainly in the lounge where resources are effectively organised to enable children to self-select from a range of activities. The childminder carries out regular risk assessments of the premises and also completes a safety checklist of areas used by the children. However, although the home is generally safe, risk assessments are not sufficiently rigorous to ensure that all potential risks to children are identified and minimised. For example, the childminder has not fully considered the risk to children of being able to access hazardous materials or sharp items stored in the kitchen, in the event that she is unable to supervise them directly at any time. She currently uses close supervision to keep children safe, but the childminder recognises that further action could be taken to minimise risks.

The childminder promotes effective partnerships with parents and carers by exchanging information about the children's individual needs and their progress through regular discussions. She ensures that required parental consents are in place. The childminder promotes inclusion in her setting, taking account of parents' wishes. Parents state that they are happy and well informed and comment that their child has learnt so much while in her care'. The childminder is fully aware of the benefits of working in partnership with others involved in children's care. Currently children do not attend any other settings but the childminder has experience of working in partnership with schools to promote information sharing and ensure consistency of care.

The childminder demonstrates a positive approach to improving her provision on an ongoing basis. She has attended introductory training for childminders and some training about the implementation of the Early Years Foundation Stage. As a result she demonstrates a generally satisfactory understanding of the requirements. The childminder has started to carry out individual observations and organises these under the six areas of learning. However, she does not yet use these as a focus for planning the next steps in children's learning. The childminder has started to evaluate her practice, and has begun to use the Ofsted self-evaluation tool to identify aspects for future improvement, so as to improve the outcomes for children.

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

Children have access to a suitable range of resources and experiences. Activities and outings are well-planned. As a result children are stimulated and offered increasing challenges as they develop. The childminder has begun to record

observations of children's learning and development, although these are not fully effective as they are not used to plan for next steps in individual children's learning. The childminder acknowledges this as an area for further development. Children are settled and have good relationships with the childminder, who is patient and caring in her approach. This enhances their sense of security and belonging.

Babies and toddlers enjoy opportunities to explore and develop their mobility skills. They gradually progress from crawling to walking and the childminder encourages them in their efforts, placing interesting items, such as musical toys within their reach to encourage them to move. The childminder gives meaningful praise and encouragement to children, chatting to them as they play. Their language and communication skills are enhanced as they share books and enjoy listening to and joining in with familiar rhymes and stories with the childminder. They enjoy playing with shape sorters and building towers and models with different sized blocks. The childminder builds on their enthusiasm and interest introducing the names of different colours, shapes and numbers. Children use a variety of writing tools, such as chalks, pencils and crayons to mark-make and develop their early writing skills as they spread glue and make patterns with different malleable materials. Linguistic diversity is valued and the childminder recognises the need to offer appropriate support to children who speak English as an additional language, for example by learning key words in the child's home language helping them feel more settled and included.

Daily outdoor play and activities are included in the routine and children benefit from plenty of fresh air and physical activity, promoting their understanding of healthy life styles. Although the back garden of the childminder's home is not currently used for childminding purposes, children regularly visit parks and playgrounds with the childminder where they can exercise and develop their coordination and balance as they play on the swings, slides and fixed climbing equipment. Very good use is made of local resources such as children's centres, libraries and toddler groups. Here children can participate in additional creative and group activities and develop their social skills as they mix with a wider group of children and their carers.

Children practise suitable hygiene routines, for example, washing their hands before they eat and after using the toilet and their independence is fostered as they learn to feed themselves from an early age. Children sit together at meal times, making it a social occasion. This helps to promote their language and social skills. Children's personal care needs, such as sleeping, nappy changing and toilet training are discussed with parents and the childminder adapts her routine to supports the children's individual needs. Overall, children are supported to develop skills for the future.

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	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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----