

Inspection report for early years provision

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Inspection date	15/07/2011
Inspector	Christine Bonnett
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 2010. She lives with her two children aged 12 and two years in Brixton, in the London borough of Lambeth. The whole of the first floor flat is used for childminding. It is accessed via internal stairs. There is no access to a secure outdoor area but children are regularly taken to the local playground.

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 group. She is currently minding one child in this age group. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe and nurturing environment for children in which each one is valued and respected as a unique individual. Partnerships with parents are effective and further support children's well-being. Children generally make good progress in all areas of learning and development. The childminder is fully committed to the continuous development of her practice to further improve outcomes for children.

What steps need to be taken to improve provision further?

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

- provide a variety of writing tools and paper routinely to enable children to experiment and develop writing skills.

The effectiveness of leadership and management of the early years provision

The childminder is highly committed to safeguarding children. She has a good understanding of child protection matters, including the possible indicators of abuse and the procedure to follow to report concerns. To further protect children's well-being, risk assessments are used to identify any potential hazards in her home and on outings. Children learn how to keep themselves safe as they participate in regular emergency evacuation drills and kerb drill is practised on trips. All the documents and records required for the safe and efficient management of the provision are maintained.

The childminder enjoys her work. She plans to continuously develop her practice

by gaining experience and through further training, such as by attaining a professional childcare qualification. She understands that there is always something new to learn and apply to her work. She reflects on her practice and has carried out a detailed evaluation in order to identify strengths and areas to develop. As a result of this, the childminder changed the way she stores her play materials. They are now in drawer units that are easily accessible for the children to select items of their choice. The units also keep the resources tidy and in better condition. Future plans include providing children with richer learning experiences by taking them on day trips to places of interest, such as museums.

The childminder's home is clean and provides a comfortable environment which is conducive to children's learning. The low-level table and chairs enables them to sit comfortably and safely for activities. As well as having a wide variety of suitable play equipment available in the drawer units, the childminder selects items to set out on the floor each day. These are resources that she knows the children will enjoy playing with and will support their learning. They are usually linked to a weekly theme, such as transport or numbers. All the play equipment and furniture is clean and in good condition to support the sustainability of the provision.

The childminder recognises the value of establishing effective relationships with parents. She ensures that she keeps them informed about all the routine events of the day by completing a daily journal that they take home. Comments from the parents about the events of the weekend are invited. Emails are also used to keep in touch. The childminder has six monthly reviews with parents to discuss all aspects of the child's progress and well-being. Parent questionnaires are also used to gauge the views of the parents. The comments on the forms show that the parents are very happy with the care provided and the level of communication between them. The childminder is aware of the importance of engaging effectively with other agencies involved with the care and education of the children to ensure coherence and consistency.

The childminder has a good understanding of the background and needs of each child, treating them as unique individuals and enjoying their achievements. She encourages children to learn about diversity within society through the resources she has that reflect differences, and through taking them to pre-school groups where they have the opportunity to mix and socialise with others from a rich mixture of cultural backgrounds.

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

Children enjoy their play and become active learners as they engage in a variety of fun and stimulating activities. The childminder carries out observations of the children and assesses her findings to determine their stage of development in each of the learning areas. The next step in their journey towards the early learning goals is then identified and covered in the play sessions. Each child has their own progress file containing the observations and photographs of them enjoying the activities. The files clearly show the progress each child makes. Generally, the

resources and activities promote children's learning well in all areas. However, resources to enable children to develop pre-writing skills are not readily accessible for them to enjoy every day, thereby limiting their opportunities to practise. Children thoroughly enjoy handling and looking at books. They visit the library, and snuggle up to the childminder at home for a story. Children also have access to programmable toys and a laptop to enable them to learn the skills necessary to operate information and communication technology.

Physical exercise is well promoted. Children enjoy walking to the local playground to run around and use the slide. They also have great fun scrambling and climbing on the soft play equipment at a setting they visit. Children learn the importance of good personal hygiene practices as they wash their hands and clean their teeth at appropriate times of the day. A healthy diet is offered, this includes fresh fruit and vegetables, pasta and spaghetti bolognese. The childminder talks to the children about making healthy choices. Drinking water is readily available for the children to access, and they are reminded about wearing sun hats to help keep them safe.

The childminder has rules that she applies consistently, these include taking off shoes when they come in and not playing football indoors. Consequently, children display a strong sense of belonging because they know what is expected of them. They learn to share toys and take turns. They also enjoy helping to tidy up. Children are relaxed and content in the childminder's care because she looks after them with warmth and kindness.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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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