

Inspection report for early years provision

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Inspection date	16/01/2012
Inspector	Angela Ramsey
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 July 2011. She lives with her partner and two sons aged 20 months and five years. They live in a two bedroom house in Brockley, in the London borough of Lewisham. The house is accessed via some steps. Rooms are laid out over three floors. Children are cared for mainly on the lower two floors. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years; of these, not more than two may be in the early years age group. The childminder does not provide overnight care. The childminder is caring for three children in the early years age range who attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the stimulating environment created by the childminder. Good partnerships with parents have been formed which ensures that children's individual health and welfare needs are identified and met. Warm, positive and trusting relationships enable children to feel safe and secure. Most records are well kept. Generally, the childminder takes reasonable steps to ensure children are kept safe. Regular self-evaluation by the childminder makes sure that priorities for development are identified and acted on, resulting in a provision that responds to all user needs.

What steps need to be taken to improve provision further?

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

- improve the organisation of snack time, ensuring children remain seated whilst eating
- improve safety by ensuring items in the bathroom are made inaccessible to the children
- record details of regular evacuation drills, showing how any difficulties that may arise are resolved.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision well. She has devised written policies and procedures which promote the welfare and care of the children. Her practice is underpinned by an up-to-date knowledge of safeguarding procedures. The childminder carries out regular risk assessments of her home, garden and outings

to ensure that children are safe at all times. Appropriate safety measures are in place throughout her home to protect children from potential dangers. For example, safety gates prevent children gaining access to the stairs. Although the childminder has devised an emergency evacuation procedure, she has not practised this with the children. The childminder has established good relationships with parents. They are kept well informed about their children's achievements, well-being and development through a daily exchange of information which parents access through a secure website. Parents are encouraged to provide their views of the setting. One parent comments 'the childminder is totally reliable and looks after my child in a caring and loving way'.

The childminder provides an inclusive environment. She has borrowed resources from a toy library which provide opportunities for children to learn about different cultures and religions. Children are able to participate fully because activities are adapted thoughtfully to meet their individual needs. For example, the childminder ensures that young children have ample clear space to explore their environment safely and develop their confidence. Children benefit from playing with a wide range of good quality resources. These are organised so that children can access them independently. The childminder makes good observations of children at play to assess where they are in their learning. She identifies the next steps for children's learning and uses this information when planning future activities.

The childminder evaluates her service and identifies the strengths and any areas for improvement. For example, her self-evaluation identifies her future plans to increase her selection of resources which reflect equality and diversity. The children in the childminder's care do not attend any other settings. However, the childminder is mindful that if a child attends another early years setting, relevant information should be shared to ensure continuity and coherence.

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

Children explore, are happy and demonstrate a strong sense of independence as they make choices about the activities they want to participate in. The childminder plans a good balance of adult-led and child-initiated activities. She observes the children as they play and records the information. She links her observations to the areas of development and plans for each child's next steps in their learning. Toys, resources and equipment are accessible in containers and storage units. Children's language skills are encouraged as the childminder talks to the children as they play and she asks appropriate questions. Children listen to stories with enjoyment and show an understanding of the main characters and sequence of events. The childminder plays the guitar and children sing action songs, such as the wheels on the bus. Another favourite is Old MacDonald; as the children sing the childminder shows the children pictures of different animals, such as a cow and a cat and the children make the appropriate sounds. Children's creative development is enhanced as they have opportunities to take part in painting and drawing activities. Outdoor experiences are planned. Children are able to develop their physical skills as they play in the childminder's garden and in the outdoor areas of

under five groups. Children are able to play with balls and ride on push along toys. Whilst on walks, the children enjoy watching a refuse cart as it collects the wheelie bins, and the machinery on a building site.

Children's good health and well-being is supported and positive steps are taken to prevent the spread of infection. Children wash their hands before eating their meals and after playing in the garden. The childminder prepares healthy, nutritious meals and snacks. For example, children enjoy snacks of fruit and raisins. The childminder cooks pasta dishes as well as rice, chicken and vegetables. However, during this inspection the children did not remain seated at snack time. Children's welfare is safeguarded because the childminder has an up-to-date knowledge of first aid. She has a written procedure in place in the event of a child becoming ill and obtains written consent to administer medicines to children. The childminder also obtains parental permission to seek emergency advice or treatment.

Children behave well. If required, the childminder uses strategies such as distraction to manage any behaviour issues. The childminder also teaches the children the importance of saying 'please' and 'thank you'. She uses everyday routines to enable children to develop skills for the future. For example, children are taken on interesting outings to museums. Children's social skills are being developed as they attend under five groups and interact with a wider circle of peers.

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	3
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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