

Inspection report for early years provision

Unique reference number	EY426015
Inspection date	06/03/2012
Inspector	Linda Close
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 2011. She lives with her family in a four bedroom flat on the first floor of a low rise residential building set back from the main road on an estate in the London Borough of Wandsworth. There are four children in the family and one of these is in the early years age group. The flat is approached via an internal staircase. The childminder speaks English, Somali and limited Italian. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of three children under eight years and of these no more than two may be in the Early Years age group. Children are cared for in a dedicated playroom and in the living room. There are toilet and bathroom facilities located off the central corridor of the flat. Children may not access the other rooms in the flat apart from the kitchen which they only enter under supervision. There is no enclosed garden area at the childminder's home but she takes children on regular outings to local parks, children's outdoor play areas, a drop-in centre and the local library. The childminder has four children on roll who all attend part time and two of these are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are relaxed, happy and secure in the care of the childminder. They are making good overall progress in their development and learning. The childminder has established a generally good working partnership with parents and they share valuable information to promote continuity of care for the children. The childminder evaluates her service to children effectively in most respects. She is keen to develop and improve her work with children and she plans to attend further training to find out more about how children learn.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare) 20/03/2012

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

- develop further the systems for sharing information about progress with children's other providers to promote continuity of their learning experiences
- provide more opportunities for children to extend their creativity by involving

them in more art, music, movement, dance and role play activities.

The effectiveness of leadership and management of the early years provision

The childminder is well informed about safeguarding matters. She shows in discussion that she is well aware of the signs or symptoms that can suggest ill treatment and she knows what to do if she is concerned. She has suitable policy and procedure documents and contact information for relevant agencies to serve as a guide if required. She shares this information with parents so that they understand her responsibilities. She conducts risk assessments in her home and minimises any potential hazards. She checks her smoke detector, has installed a gate in the kitchen doorway and keeps a record of emergency evacuation practices which she carries out with the children on a regular basis.

The childminder welcomes visits from local authority development workers who assist her in evaluating most areas of her childminding work. She makes sure that her policies and record keeping documents meet requirements. However, written permission for emergency medical treatment or advice for one of the children in her care is missing and it is a requirement of registration that this is requested for every child in the early years age group. The childminder has very successfully strengthened her understanding and use of English. She now plans to attend further courses linked to imminent changes in the Early Years Foundation Stage. She demonstrates a good capacity to secure ongoing improvement in her work with children.

The childminder has arranged a dedicated playroom close to the living room with a generally good range of easily accessible toys and resources that interest the children. The resources include books, puzzles, games and small world toys. The childminder thoughtfully considers and meets each child's individual needs. She has undertaken training in the use of an epipen with her local clinic, she works hard to keep her home dust free and she makes sure that the food she provides is suitable for all of the children in her care. She actively supports children in the use of their own home language and she helps them to learn English. She plans visits to local playgroups in the future to help children learn to embrace diversity and learn to share and take turns with others.

The childminder collects some children from school and she acts as a useful link between school staff and children's parents. However, this partnership is mostly concerned with occasional accidents and general matters and the information shared does not assist the childminder in planning activities for the children that complement what they do in school. Parents work well with the childminder. They are happy with the care that the childminder provides for their children. The childminder tells them about their child's overall development and progress and she gives them details of what their child has eaten each day.

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

Children show in their calm behaviour, and in their relaxed body language, that they feel safe and confident with the childminder in her home. They welcome visitors with big smiles. They go to the playroom to choose toys independently and they willingly tidy up their crayons, games and books when they are ready to select another game. They ask for food when they feel hungry and happily accept cuddles from the childminder when they feel the need. They proudly tell her when they need to use the toilet and they cooperate very well with hand washing routines.

The childminder has a very good understanding of healthy eating. She is a keen cook and she bases her meals on fresh ingredients which include a variety of fruit and vegetables and a good balance of carbohydrates and proteins. She has prepared a specimen menu to share with parents so that they know what type of food she provides for breakfast, snacks, lunch and tea meals. Children enjoy daily energetic play in local play areas and parks which encourages them to lead a healthy lifestyle. They also play games with the childminder at home which help them to develop skills in aiming and rolling cylinders.

The childminder helps children to develop the skills that they will need for their future learning. Their activities include sharing books and stories and the children learn the names of animals, the names of colours and many other English words. The childminder actively promotes children's understanding and use of vocabulary in English and their own home language which shows that she respects and celebrates children's culture and background. She helps them to learn about shapes, counting and numbers through play with puzzles and games which include snakes and ladders. Children are already competent in the use of battery operated toys. They switch them on and off and they find great pleasure in activating the sounds and games by pushing buttons. The childminder assesses children's progress informally but her observations are astute and she plans activities that meet their learning needs in most respects.

The childminder involves children in activities linked to various cultures including Eid and Divali as well as Christmas fun. They have some opportunities to handle and explore materials including cornflour and water paste. They enjoy drawing, colouring and play writing and they talk about the colours that they choose and what they have drawn. Children have good opportunities to play with small world toys which appeal to their imagination. However, taken overall the range of activities that are provided to help them to develop their creativity in relation to art, music, movement, dance and role play activities is limited.

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	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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