

Inspection report for early years provision

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Inspection date	29/05/2012
Inspector	Pamela Bailey
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 2011. She lives with her partner and school age son in the London Borough of Croydon, close to shops, schools, parks and public transport links. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. The childminder has goldfish as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in the early years age group.

The childminder attends several children's groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress although systems for observation and planning are still developing. Access to resources, such as information and communication technology and those that reflect diversity, is limited. Children are generally cared for in a safe and secure environment, although the provision does not carry public liability insurance and children do not practise the emergency evacuation routine. Partnerships with parents are suitable, although they are not fully involved in the decision making process about the provision. The process for self-evaluation is in its infancy and fails to identify areas in need of most improvement. Capacity for continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- ensure that the provision carries public liability insurance (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 12/06/2012

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

- improve the range of resources and activities to promote positive attitudes towards diversity
- provide regular opportunities for children to practice the emergency

evacuation procedures so that they become familiar with the routine in the event of an emergency and record details in a fire log book of any problems encountered and how they were resolved

- provide opportunities for children to find out about and identify the uses of everyday technology and use information and communication technology
- improve the use of ongoing observations in assessing children's progress and planning appropriate learning experiences for them
- develop the use of evaluation, including input from parents, to identify priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of child protection issues. She is aware of her role and responsibility for liaising with the appropriate agencies if she has a concern about a child in her care. She has taken reasonable steps to minimise risks and hazards to children inside her home. She explains how she keeps children safe when on outings. However, she has overlooked the legal requirement to carry public liability insurance.

The childminder exchanges relevant information with parents about the service she provides through her written policies and procedures. She also uses regular discussion to communicate appropriately with parents. This enables her to keep them sufficiently informed about their child's care and achievements. However, she does not seek their views to involve them in decision making about the provision. The childminder is beginning to liaise satisfactorily with other providers to promote continuity of learning for children attending other settings. There are currently no children on roll who need support from other agencies. The childminder demonstrates sufficient knowledge of multi-agency working and how to get outside help to meet the needs of particular children should the need arise.

The childminder provides a warm and welcoming play area for the children. She has a suitable range of equipment and toys that she uses to support children's learning in most areas. However, children have limited access to resources that help them develop a positive attitude towards different cultures, ethnicity and disabilities. This means that the childminder does not fully support children to develop a positive sense of identity, value themselves and respect differences in others. Limitations in the range of information and communication technology resources means children have few opportunities to find out about and identify the uses of everyday technology.

The childminder is beginning to evaluate her provision and is motivated to improve outcomes for children. Since registration she has improved the range of resources in the outdoor area to include a sand pit and developed a shaded area where children can look at books. However, her systems of evaluation are not yet robust enough and do not take into account the views of parents

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

Overall, children are generally making steady progress in their learning and development. They settle well on arrival and make choices about their play. Positive interactions with the childminder help children to develop an appropriate sense of security. They display confidence and positive self-esteem. Children's language for communication is supported appropriately as the childminder talks to them during play and reads stories. Books are readily available for children to look at as they wish and they take part in mark making activities. Children have sufficient opportunities to express themselves through imaginative play and explore different textures through creative activities and natural materials. For example, children take part in hand printing. They use rakes to make marks in the sand and fill containers. Children learn to problem solve through completing puzzles and building a train track. They confidently use their understanding of numbers in their play, independently count objects and identify numbers from one to nine. They are able to name different shapes when playing with building blocks. They show an increase understanding of mathematical concepts as they use two triangular shapes to make a square.

Children are beginning to show an understanding about healthy lifestyles. They follow appropriate personal hygiene routines, although sometimes need reminding by the childminder of the importance of hand washing after using the toilet. Children engage in physical activities that help to develop balance and coordination. For example, they regularly ride wheeled toys in the outdoor area or visit children's centres where they are able to use large climbing structures. Children's dietary needs are met appropriately. They make healthy choices at meal times and can help themselves to a drink of water. They use their initiatives and take responsibility for tidying up after activities. This demonstrates their developing awareness of how to stay safe within the setting. However, the childminder does not practise emergency evacuation routines with children to help them develop an awareness of the routine to be followed in an emergency situation.

The childminder is beginning to observe children's achievements. However, she has not put in place effective systems for assessing children's progress so she can plan for their learning needs and help ensure that there are no gaps in their learning. As a result, the programme of activities do not support children to gain an awareness of the wider world, investigate how things work or progress in developing information and communication technology skills.

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

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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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Insurance) (also applies to the voluntary part of the Childcare Register) 12/06/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Insurance). 12/06/2012