

Inspection report for early years provision

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Inspection date	21/03/2012
Inspector	Mauvene Burke
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 12 year old daughter in Brixton, which is situated in the London Borough of Lambeth, close to shops, parks, schools and public transport links. The childminder's home is on the second floor of a block of flats, with lift access. The whole of the childminder's home is used for childminding apart from the master bedroom and the kitchen. There is a communal garden available for outside play.

The childminder is registered to care for no more than four children under eight years at any one time; of these, no more than three may be in the early years age range. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age range. There were no children present during this inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making sound progress in their learning and development, although access to a suitable range of creative resources is somewhat limited. Systems to monitor children's learning are in the early stages. The childminder generally has positive relationships with parents but does not involve them fully in their children's learning. Children are effectively safeguarded in the childminder's care. She demonstrates a satisfactory capacity for ongoing improvement and the process of self-evaluation, although in the early stages, has begun.

What steps need to be taken to improve provision further?

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

- develop observation and assessments to identify learning priorities to plan relevant and motivating learning experiences for each child linked to the areas of learning
- develop evaluation systems to build on strengths and prioritise areas for further improvement to ensure that the quality of the children's learning and development continues to improve
- review assessment systems so that parents have regular opportunities to contribute to children's development records and involve them in practical ways to support their child's learning and development
- increase opportunities for children to explore and investigate a wide range of creative materials, resources and sensory experiences to enable them to explore texture.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a very secure understanding of the procedures to follow if she was concerned about a child in her care. She has developed a detailed policy that she shares with parents and has recently attended safeguarding training. The childminder is diligent in her supervision of children. She maintains clear records regarding checks on family members to reassure parents. The childminder has undertaken the required training courses, including first aid. She conducts risk assessments both indoors and when taking children outside of the setting to ensure children's overall safety.

Resources are plentiful and of a satisfactory quality. They are displayed attractively at low-level, to assist children in developing their independence as they can make choices of activities and toys. The childminder has begun to explore the process of self-evaluation. She is becoming aware of how such systems can help to identify strengths in the provision and assist in prioritising areas for further development. Although the childminding service has only recently begun, the childminder demonstrates a keen and enthusiastic approach to ongoing improvement. She intends to purchase more resources that promote diversity in order for children to gain a wider understanding of differences.

Information is obtained from parents about their children's individual needs, routines and characters. This enables the childminder to get to know each child and adapt activities and routines appropriately offering an inclusive provision. Parents receive detailed information about the provision through appropriately worded policies and procedures. Although the childminder offers advice to parents, there are currently no strategies in place to help them to support their children's learning and achievements. There are currently no children on roll who attend other settings or need support from other agencies. Nonetheless, the childminder is aware of the need to foster partnerships in the future with other providers and other professionals as and when necessary.

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

The childminder's home is clean, well maintained and suitably organised. She has recently started to implement written plans and complete observational assessments of the children in her care. The childminder demonstrates a satisfactory understanding of how children learn through their play. She understands how the resources she has and those in other settings can help children to develop skills, helping them to progress towards the early learning goals. There are no plans in place to ensure that children continually receive rich and stimulating activities to help them make continued progress. Although observations are made of the children, these are not always accurately linked to the areas of learning. In addition to this, observations are not used effectively to

plan children's next steps. This means children are not always sufficiently challenged to make progress in all the early learning goals.

The childminder is helping to develop minded children's language, literacy and communication skills. For example, she provides a range of age appropriate books, mark-making equipment and sings to the children. Their social skills are developed as they visit local groups, where they interact with children of a similar age. The childminder has a range of imaginative play material that helps foster children's development in some areas. However, children have limited opportunities to engage in a range of different activities such as water and sand play. This means that there are limitations for children to express their creativity, using all of their senses.

The childminder suitably promotes children's health and well-being. Clear information is provided for parents regarding the control of infectious diseases and records are in place for noting minor accidents, injuries and the administration of any medication if necessary. The childminder helps children to learn about their own safety through practising the fire evacuation procedure. The provider provides a reasonable range of resources that promotes diversity. Children learn about the community in which they live by taking trips to the local market and to the park. Parents are provided with a copy of the childminder's behaviour management statement which demonstrates how she effectively manages children's behaviour.

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	2
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
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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:	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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