

Inspection report for early years provision

Unique reference number	EY288893
Inspection date	20/05/2009
Inspector	Angela Ramsey
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in August 2004. She lives with her 12 year old child in the London borough of Lambeth. The premises comprises of two bedrooms, living room, kitchen and bathroom. Minded children have access to all areas except the childminder's bedroom. The garden is not available for use. However, the childminder takes the minded children to local parks and under five groups.

The childminder is registered to care for three children under eight years; and of these, not more than one may be under one year at any one time. She is currently caring for two children, both of whom are in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. A suitable selection of age appropriate play opportunities are provided in the childminder's home and during visits to under five groups. Children are kept safe because the childminder has implemented appropriate safety measures and they are supervised at all times. There are currently no children with any learning difficulties or disabilities attending the setting.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the Early Years Foundation Stage framework
- ensure that observations and assessments of children are completed regularly and used to inform the planning of activities to cover all areas of learning, in order to meet children's individual needs

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

- ensure details of all risk assessments including those for outings are recorded

03/06/2009

The leadership and management of the early years provision

Improvements have been made since the previous inspection with the childminder fully addressing the action, which requires her to comply with the conditions of registration at all times. She has attended safeguarding training and as a result the childminder is aware of the various signs and symptoms of abuse and the appropriate action she is expected to undertake to ensure vulnerable children are

protected. The childminder has an up-to-date first aid qualification to ensure children receive suitable care in the event of an accident or illness, she also has a clear understanding of the recording requirements.

Within the childminder's home children are protected from harm. For example smoke alarms have been fitted and protectors have been put onto the sharp edges of furniture. An emergency evacuation procedure has been devised and fire drills are practised with the children. When out with the children the childminder supervises the children at all times. However details of all risk assessments including those for outings are not recorded.

The childminder has begun to evaluate her service and has identified that she needs to become more familiar with the Early Years Foundation Stage (EYFS) framework. In addition to this she is also aware that she needs to develop a system for planning, evaluating and assessing the activities and opportunities provided for children, in order to meet children's individual needs.

Positive relationships have been formed with parents. Parents provide information about their child's specific care needs. For example, their specific dietary requirements for which the childminder caters for. Parents are kept informed of their child's achievements and progress through daily conversations.

The quality and standards of the early years provision

The childminder has not yet attended the Early Years Foundation Stage (EYFS) training. However, she has used her initiative and read through some of the material. This positive approach has made a significant impact to the service she provides and ultimately the care children receive. Policies and procedures have been devised and these are shared with parents. Records are in place, readily accessible when caring for children and available for inspection.

The childminder has attained some understanding of the early learning goals and she provides children with experiences to help them make progress in their development and learning. A balance of play opportunities are provided in the childminder's home and at childminding groups.

Children feel at ease in the childminder's home. A selection of interactive toys, books and bricks are available for children to investigate. Opportunities for children to play outdoors are also provided. Trips to the local park enable children to practise their physical skills. Visits to local under five groups enable children to increase their confidence as they socialise with their peers.

Observations and assessments of what the children can do are completed. Individual files are being developed to show how children are progressing. Photographs illustrate the learning opportunities offered to children. However these assessments are in their infancy and as yet are not linked to the early learning goals.

The childminder helps children to develop a positive sense of self. She achieves

this by ensuring that she is aware of their individual needs. She also takes time to be involved in their play and provide them with attention. Children behave well; lots of positive praise develops children's confidence and self-esteem. Consequently, children feel valued as individuals and thrive within the caring environment.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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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