

Inspection report for early years provision

Unique reference number	EY312569
Inspection date	13/08/2009
Inspector	Josephine Geoghegan
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 has been registered since 2005 and lives in the Elephant and Castle area of the London Borough of Southwark with her two children who are over eight years. All of the home is accessible to children and there is a communal area available for supervised outside play. The childminder is registered to care for a maximum of six children, of these not more than three children may be in the early years age range. There are currently five children on roll, of these three children are in the early years age range and two children in the later years age range. No children presently attend who have identified special educational needs and/or disabilities, or those who are learning English as an additional language. The childminder does not provide overnight care or work with an assistant. The family does not have any pets. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder presently offers care before and after school during term time and full time care during school holidays.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's needs are met effectively as they benefit from a well organised learning environment; they are provided with a good range of activities and outings that promote all areas of learning. Good systems are in place to promote inclusive practice through activities, resources and outings that help children learn about diversity and the childminder works closely with parents to ensure children's individual needs are met. In addition, the childminder has attended a comprehensive range of courses to support the care, learning and development of any children who have identified special educational needs and/or disabilities or those who are learning English as an additional language. The capacity to maintain continuous improvement is evident in the childminder's professional approach, including evaluating her service, personal development and children's individual learning needs.

What steps need to be taken to improve provision further?

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

- keep a record of all risk assessments of outings.

The leadership and management of the early years provision

Good systems are in place to ensure the efficient management of the provision, for example, the childminder ensures all required documentation is in place, used and shared with parents appropriately. A range of systems are implemented to self evaluate the service effectively and positive steps have been taken to meet the recommendations raised at the last inspection. Children are safeguarded well as the childminder has a clear understanding of keeping children safe and protecting

them from harm; she has attended safeguarding courses and keeps all relevant information easily accessible, ensuring prompt action can be taken if concerns are raised relating to children's welfare. Good systems are in place to promote working in partnership with parents and others, such as regularly sharing information relating to all aspects of children's care, learning and development.

The quality and standards of the early years provision

Good systems are in place to promote partnership working between other settings that children attend and the childminder. The childminder has established a clear system of assessing children's progress, such as recording observations and collating samples of children's creative work. The childminder uses information regarding children's progress to plan activities and outings that reflect their needs and interests. Children are involved in a range of outings that promote their knowledge and understanding of the world. For example, they regularly attend activities and events at a local community centre, developing awareness of their environment and people in the community; they participate in outings in school holidays to museums, the River Thames and theme parks. In addition, they regularly use local parks and children's play areas, enabling them to develop their physical skills and gain exercise. Children have good opportunities to develop their communications skills as the childminder engages them in meaningful conversations, asking open ended questions that make them think. Children show an awareness of familiar songs and rhymes. They enjoy playing imaginatively and imitate while using the play food and cooker set. They have good opportunities to engage in activities that promote their creative skills while using a range of art materials and make purposeful marks while drawing. Children are able to count accurately in excess of 10. They use maths language appropriately and develop good problem solving skills as they use maths games with the childminder and her family. Children show skilful use of technology as they follow computer programmes and use the mouse effectively while being supported well by the childminder who holds their attention, extending their learning.

Good systems are in place to promote children's safety and help safeguard their welfare. For example, the childminder has devised a good range of policies and procedures and conducts thorough risk assessments of the home, taking positive steps to reduce any hazards. The childminder shows a clear understanding of keeping children safe while on outings, however, a system of recording risk assessments relating to outings is yet to be established. Children are provided with a good range of toys and books that reflect their needs and abilities. They develop their independence as all toys are well organised and stored at low level, enabling children to make choices. Children are provided with a balanced diet of freshly prepared home cooked meals that reflect a variety of cultures. They enjoy the meals offered and confidently talk about the foods they like. Children's individual dietary needs are known and they have constant access to fresh drinking water. Children's good health is promoted well as the childminder ensures they engage in regular physical exercise. They learn good hygiene habits as the childminder helps them establish good routines, such as washing their hands before and after meals. They are able to play in a well maintained home where toys and equipment are clean, helping to stop the spread of infection. In addition, appropriate procedures

are in place if children are unwell or have an accident, helping to safeguard their welfare.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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