

Inspection report for early years provision

Unique reference number	EY305312
Inspection date	07/05/2009
Inspector	Tom Radcliffe
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 2005. She lives with her husband and two children aged nine and seven in Brixton in the London borough of Lambeth. The whole of the basement of the childminder's three storey maisonette is used for childminding together with a ground floor kitchen. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time and is currently minding one child under five all day and one child under five before and after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends a local carer and toddler group and a childminder's support group. She is a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are well known to the childminder as individuals which enables her to meet their needs which results in children learning and developing satisfactorily. Children play and explore in safe, secure and spacious accommodation and access a range of interesting and appropriate activities. The childminder has a good partnership with parents which supports the progress that children make. The childminder uses self-evaluation to tackle areas of weakness, this has brought about significant improvement since the last inspection.

What steps need to be taken to improve provision further?

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

- develop a broad range of educational programmes to support children's progress towards early learning goals.
- continue to develop self evaluation in order to set targets for ongoing improvement.

The leadership and management of the early years provision

The childminder has all required policies and procedures in place which she regularly reviews and shares with parents. This ensures that the setting is managed effectively, safely and in the interests of all users. Children are very well safeguarded by the childminder's knowledge of effective practice and her clear procedures. All adults within the childminder's home are vetted for suitability and children enjoy good levels of supervision and support. The play space available for children is well managed and very safe due the childminder's effective use of written risk assessments both indoors and when children are on outings. The

childminder uses a checklist to ensure that all areas that children play in and all activities and equipment are hazard free. Children's good health and well-being are promoted at all times, for example, if children have minor accidents or fall ill. The childminder makes good use of records and logs to underpin her practice and is able to exchange accurate information with parents when required to. The childminder enables children to have a sense of their own health and safety as they learn about personal hygiene, healthy eating and the benefits of exercise and outdoor play.

The childminder uses self-evaluation to tackle known weaknesses which has resulted in improvements since the last inspection. She has been focused on this important work with energy and drive and a commitment to enhancing outcomes for children. She uses careful observations on children to gain information about her provision and regular planned meetings with parents to reflect on how children are developing. These important processes require development to ensure that children's progress towards early learning goals continues and all aspects of the childminder's practice build on the positive start made. The childminder undertakes regular training to update her skills and considers that this is a very important aspect of her personal development. The Early Years Foundation Stage (EYFS) is being delivered with increasing effectiveness and the childminder's inclusive practice ensures that all children are well supported and understood.

The childminder has a good partnership with parents. Her written information is clear and informative and parental interviews enable parents to have a good understanding of the childminder's work and the progress that their children are making. The childminder responds to feed back given and provides written development information and diaries for parents which they appreciate and respond to. The childminder uses this partnership to enable her to gain a full understanding of children's needs and how her day to day work is meeting them. In addition the childminder has contacts with other settings that her children attend and has recently exchanged information to aid a better understanding of children's progress and development.

The quality and standards of the early years provision

Children make satisfactory progress in a well planned play environment which is child-friendly and offers children of all ages opportunities to make choices and be independent. Equipment is stored to promote self-selection and children have ample space in which to move, play and explore. The childminder supports children as they decide what to do and intervenes to offer suggestions or extend learning and understanding. For example she encourages children to experiment with different shapes when playing with modelling clay. Children settle quickly as they arrive selecting table top activities, sharing books or using a construction set on the floor. The childminder observes children as they play and uses these assessment opportunities to collate portfolios of children's work to gain an understanding of the progress that children make. She also uses this information and that gained from parental discussions and feedback to plan the next steps in children's learning. The childminder realises the importance of appropriate challenge in activities for children and of providing learning experiences in all

areas. Children's language development is promoted through conversations and modelling by the childminder and children have access to a range of appropriate books and other written material, posters and labels. Children also use mark making equipment and learn about letters and sounds through activities and singing. The childminder enhances the children's understanding of numbers and their value through practical activities and through opportunities that present themselves, for example, when counting out toy cars and animals. Children learn about their world and community through a range of outings and play creatively with art resources and through role play and dressing up. The childminder ensures that children develop their physical skills, for example co-ordination and fine motor skills by supporting children as they play with a range of appropriate toys and games. All activities are based on the EYFS framework and assessments relate to children's progress towards early learning goals. However educational programmes are not sufficiently developed to support children's progress and the childminder intends to develop these over time. Children show a positive relationship with the childminder and behaviour management is calm and effective. Children ask for help when they want it and take part in conversations and games with the childminder willingly. Praise is used appropriately and the childminder takes every opportunity to build on children's self-esteem. The childminder takes care to plan activities that are appropriate to the different ages of children within the setting and always uses language that is appropriate to individual children. This enables children who use English as an additional language to enjoy their time in the setting and be able to take part in all activities that are available.

The welfare of all children is promoted well at all times by the childminder. She consistently and effectively implements her policies and procedures and disseminates them to parents. Children are safe, secure and starting to make progress in all areas as they spend their time engaged in interesting and appropriate activities. The childminder supports children in an attentive way and wants her to improve her practice to ensure that all achieve positive outcomes. Children are given a good idea of themselves and of others especially in terms of their diverse world and of their own health and safety.

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?	2
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?	2
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?	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?	3
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?	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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