

Inspection report for early years provision

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Inspection date	11/09/2009
Inspector	Chris Banks
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 2006. She lives with her two school aged children in a two bedroom flat in the SE17 area of Southwark. A lounge and bedroom are the main areas used for childminding purposes. There is no garden for outdoor play, but a park is within walking distance.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children in the early years age range at any one time. She is not registered to provide overnight care. She currently cares for three children in the early years age range and provides out of school care for one child aged seven.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a setting where their welfare is given high priority. They are happy, well settled and growing in confidence because the childminder meets their individual needs very well. The childminder's good understanding of how children learn and develop is translated into positive practice. As a consequence, children are making good progress in meeting their early learning goals. The childminder demonstrates a strong commitment to continuous improvement. She has already planned improvements and attends regular training to update her skills and knowledge.

What steps need to be taken to improve provision further?

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

- further develop the systems for planning and recording children's next steps in their learning and development.
- review how space is organised to ensure play and learning resources are made more easily accessible to children

The effectiveness of leadership and management of the early years provision

The overall welfare of children is positively safeguarded because the childminder demonstrates a strong commitment to act in their best interests at all times. She has a thorough understanding of child protection issues and is knowledgeable about possible signs and symptoms of abuse. She knows the action to take if she has concerns about a child and is aware of the role of Ofsted. In line with new requirements, there is also a written procedure to follow should any allegations be made against herself or members of her household. The childminder ensures she keeps herself professionally well informed by attending safeguarding training at regular intervals.

Children's safety is further protected as arrangements for their safe arrival and collection are well managed. Decisive action is taken should the suitability of any adult be called into question, with safe contingency arrangements in place to ensure children are well cared for in any emergency. Carefully completed records also closely monitor children's attendance.

Well considered written policies and procedures relating to children's overall health, safety and welfare are effectively put into practice by the childminder. Good practical safety precautions are taken in the home, and children are learning to play safely in the small but suitably organised space set aside for childminding purposes. All required safety equipment is in place. Written risk assessments are regularly updated and now include use of the balcony. In case of emergency, children are familiar with evacuating the premises, as fire drills are regularly practised with them. As a consequence, children are learning about the benefits of keeping themselves safe.

Children are positively valued and their backgrounds and abilities highly respected. Through a variety of activities, children are encouraged to learn about the wider world and to respect people who are different from themselves. The childminder works closely with parents to ensure each child's individual needs are taken into good account when planning routines and activities. The settling in period for children is handled very sensitively with reassuring support given to parents who may be leaving their child in the care of another for the first time. This contributes towards helping children feel safe and secure in the new setting. Comprehensive information is gathered and recorded at the beginning of each placement. Time is also taken to explain each of the childminder's written policies and procedures, copies of which are exchanged with parents.

Children express themselves freely, secure in the knowledge, they will receive a consistent, warm response. Their behaviour is well supported and there is close interaction between the childminder and those she cares for. This is because she knows children well, and uses very good techniques to help build their confidence and self-esteem. Should children require extra support, the childminder has some experience of successfully liaising with outside agencies, such as schools and other children's services. She works sensitively with parents to provide an inclusive service and highly respects their views about how their children should be cared for.

The childminder demonstrates a strong commitment to providing a good quality service to children and families. She constantly evaluates her childcare practice and actively seeks ways to improve. Since registration, she has attended a number of training events and her commitment is ongoing. This contributes to further developing her already very good childcare practice.

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

Children's overall learning and development is well supported. Their combined experiences inside and outside the childminder's home provide them with a stimulating, well-balanced range of play and learning activities. This helps them make good progress towards meeting their early learning goals.

From her training, the childminder understands well how different activities support particular areas of children's learning and makes them fun and interesting. Children's views and opinions are highly respected. They are closely consulted about the activities they would like to do, with younger children benefiting from a picture gallery, which helps them identify the resources and activities available. Some improvement is needed, however, to the way space is organised. This is because the childminder's diverse and good quality resources are not always easily accessible to children.

The childminder's imaginative use of recycled, materials and good quality mark making resources ensure children enjoy many different creative opportunities. Activities are often linked to children's experiences outside the home. For example, during trips out, children are encouraged to explore how trees are structured and later use tree bark as part of a creative activity. Also, now a child has shown a interest in gardening at the local drop-in centre, the childminder intends to use her small balcony for growing small plants with the children.

Children's communication, language and literacy skills are very well supported. The childminder uses excellent communication skills with children and is conversant with a range of techniques to support children as they learn to read and begin to problem solve. Her patience and willingness to listen and respond to children's needs helps them feel valued and secure. Their happy chatter with the childminder during activities is a testament to their clear enjoyment.

Children are learning to behave safely and consider the feelings of others. The childminder uses sensitive techniques to deter any unwanted behaviour, and child friendly images are used to explain to younger children which behaviours are valued and which are unkind or unsafe.

Parents are valued partners. They are kept very well informed about their child's progress from the outset and are encouraged to extend their child's learning in the home. The childminder knows and understands each child's abilities and is well equipped to plan for their next steps. She already has some effective systems in place to assess children's progress, but acknowledges plans for their next steps need to be clearer. She is committed to making the necessary improvements.

Children's overall good health is positively promoted by the childminder. Good hygiene standards, combined with a well developed sickness policy, helps ensure the risk of infection and the spreading of any contagious illnesses are minimised. Children are further protected because the childminder has experience of caring for children with specific health needs and is trained in administering some specialist

medication, which is outlined in her medication policy. A current first aid certificate also helps ensure she is well equipped in the event of any emergency. All required records relating to children's overall health are of a good standard.

Children are developing a good awareness of healthy living. They learn good hygiene practice during their daily routines, and enjoy nutritious meals and snacks which are freshly prepared by the childminder. The childminder understands the importance of fresh air and exercise and ensures children experience a variety of trips out on a daily basis. These include visits to open spaces and play parks.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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