

Inspection report for early years provision

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Inspection date	19/03/2010
Inspector	Elizabeth Anne Coffey
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.

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Description of the childminding

The childminder registered in 2001. She lives with her husband and two children, aged 10 years and 12 years old. They live in a three bedroom house in West Norwood, in the London borough of Lambeth. Childminding takes place mainly on the ground floor. Sleeping and toileting facilities are located on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years, of whom three may be in the early years age group. There are currently four children on roll, two of whom are in the early years age group. The childminder does not provide overnight care. The childminder holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of children's welfare and learning successfully. Children are safe, secure and confident in her care. She offers an inclusive service where all children are valued and their individual needs met. Clear policies and procedures, which are shared with parents, help promote children's health and safety. The childminder has begun to reflect and evaluate her childminding service, identifying key strengths and weaknesses and she recognises this as an area for further development in order to maintain continuous improvement and ensure positive outcomes for all children.

What steps need to be taken to improve provision further?

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

- further develop systems of observations and assessment to identify learning priorities for individual children linked to the expectations of the early learning goals
- develop effective systems to monitor and evaluate the quality of the provision to ensure weaknesses are identified and promptly acted on to improve outcomes for children
- further develop links with schools and other agencies to ensure the learning and welfare needs of all children are met

The effectiveness of leadership and management of the early years provision

Children are kept safe and protected because the childminder adopts a sensible and proportionate approach to any concerns as they arise. The childminder has a good understanding of the procedures to be followed to protect children and

knows how to make an appropriate referral if she is worried about a child. Children's safety, health and welfare are promoted through effective implementation of childminding policies, which are shared with parents. Children play and move around in a safe environment because the childminder identifies and addresses risks in an effective manner, taking into account their age and stage of development. The childminder has identified some goals for future development. However, systems for self-evaluation are in their infancy and the childminder is keen to develop these and to access any further training that will help to enhance the service she provides.

The childminder ensures that children have access to well arranged resources and encourages them to make choices from a broad range of interesting and stimulating activities, which effectively meet their learning needs. Children are supported well by the childminder valuing the uniqueness of each child, so as to tailor activities to their individual needs. Communication with parents as partners is very good. The two-way flow engages parents well, enabling them to make active contributions and promoting the learning and well-being of all children. The childminder is proactive in building close working relationships with local schools and nurseries and is keen to extend this partnership in order to further improve outcomes for children.

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

Children feel very safe and secure in the care of the childminder because they are offered warmth and security in a relaxed, homely environment. Children show they feel safe by confident and independent learning, making choices and readily approaching the childminder if they need help or assistance. Steps taken to safeguard children include comprehensive child protection and fire evacuation procedures, on-going risk assessments for both the premises and outings, and close, supportive supervision at all times.

The childminder's knowledge of the Early Years Foundation Stage helps her plan and provide activities that promote children's learning and development. Children are developing skills for the future through support in using a range of learning resources, both in the home and at the local children's centres and community groups that they regularly visit with the childminder. They enjoy playing with the toy animals and super-hero figures and develop their imagination and creative skills as they use the construction blocks to build houses and towers for the figures. The childminder encourages children's concentration and problem solving skills by supporting them as they complete jigsaws and offering puzzles of ever increasing challenge as the children master the simpler ones. Children develop early writing skills as they use pens, pencils and crayons in a variety of ways. An extensive range of books are readily accessible to the children, helping to promote their language and literacy skills. The childminder naturally encourages children's language development through engaged conversations, taking time to talk and listen patiently to them. Children are encouraged to lead healthy lifestyles. They enjoy regular outdoor play in the garden and at local parks and playgrounds. They learn about celebrations and festivals from around the world, for example, by

sharing books and engaging in craft activities about Chinese New Year, St Patrick's Day and Black History Month.

Children enjoy good friendships and develop social skills as they co-operate and play together, learning to share and take turns. There is a great sense of harmony in the setting; children are happy and the childminder is enthusiastic and enjoys her work. Children are carefully supported to learn good basic hygiene skills through the use of effective hygiene routines, such as hand washing. Children are offered an excellent range of healthy and balanced meals and snacks and drinking water is readily available. The childminder works closely with parents to ensure children's personal care needs such as sleeping, nappy changing and toilet training are met.

The childminder collates written observations, photographs and samples of children's work which she shares with parents. However, these do not always clearly identify next steps for children in line with the early learning goals. This is an aspect of the service that the childminder is keen to improve to ensure positive outcomes for all children. Parents' views are sought via verbal feedback and questionnaires. Parents comment that they are 'very happy with the care their child receives' noting that the childminder provides 'healthy options' and stating that their child has 'opportunities to engage in a range of activities'.

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	3

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	3
The effectiveness with which the setting deploys resources	2
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	3
The effectiveness of partnerships	3
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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