

Inspection report for early years provision

Unique reference number	EY314244
Inspection date	26/02/2010
Inspector	Angela Ramsey
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 October 2005. She lives in a one bedroom flat in the London borough of Southwark, within walking distance of local amenities, including shops, a park and schools. The whole of the ground floor and the living room on the first floor are used for childminding purposes. There is a garden available for outdoor play.

The childminder is registered to care for six children under eight years of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. She is currently caring for three children 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well supported as the childminder provides an interesting range of activities and opportunities which provide fun and challenge and ensure children make progress in their learning and development. The childminder works well with parents to ensure the individual needs of their children are met. Effective safeguarding procedures ensure children's welfare is promoted. Improvements have been made since the previous inspection and the recommendation set at that inspection has been complied with.

What steps need to be taken to improve provision further?

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

- ensure parents sign permission emergency medical advice or treatment forms (Safeguarding and welfare) 01/03/2010

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

- ensure fire drills are practised with the children and the details recorded
- continue to develop the observation, assessment and implementation of children's next steps system, by using the EYFS guidance, to ensure all aspects are effectively covered and planned for.

The effectiveness of leadership and management of the early years provision

The childminder is proactive in protecting children. She has attended safeguarding training and is aware of the possible signs of abuse and neglect. Well documented policies and procedures have been devised and these are shared with parents. Risk assessments are conducted and the childminder takes effective steps to prevent accidents. Although an emergency evacuation procedure has been devised, the childminder has not yet practised the procedure with the children.

Where possible the childminder encourages a settling in period. An initial meeting with parents ensures the background and abilities of each child are known and respected. By working closely with parents she becomes familiar with each child's individual needs such as sleep and rest routines. The childminder also discusses children's development; as children progress parents are kept informed about their child's achievements. Systems are in place to observe and assess children's progress. However, these currently require further development and at present are not linked to the six areas of learning of the Early Years Foundation Stage.

Activities and play opportunities, such as visits to childminding groups and local play grounds, are planned. These trips enable children to socialise with children from different backgrounds. When at the childminder's home resources are accessible by all children as they are stored in containers enabling children to self-select what they want to play with, which encourages their independence.

Effective links have been formed with parents. They are kept informed, verbally and in writing, on a daily basis of their child's day. The childminder also cares for children in the early years age range who attend other settings and she liaises with the teaching staff to ensure continuity and coherence by sharing relevant information. The childminder views the monitoring of her service as important. She has started to evaluate her provision identifying strengths and weaknesses making good use of the findings to improve outcomes for children.

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

Children are settled, happy and make themselves at home. They are provided with opportunities to independently choose from a wide and varied selection of resources, which enables children to build on their natural curiosity. Children benefit from a good range of home based activities, which the childminder organises well. The environment is child-centred with posters and examples of children's creative work displayed.

During imaginary play children pretend to go shopping and are able to 'buy' cereals and fruit. Children's creative skills are enhanced as they play musical instruments and are able to draw and paint. Whilst playing with sand children are able to use utensils such as spoons and sieves. Through listening to stories children's communication and language skills are increased.

Children's behaviour is appropriately supported. If required the techniques used are suitable for the age and stage of children's development. For example, distraction and explaining to children in language they understand prevents unwanted behaviour.

Children's welfare is safeguarded because the childminder has up-to-date knowledge of first aid. She has a written procedure in place in the event of a child becoming ill and obtains written consent to administer medicines to children. Records are also kept of any medicines administered. However, not all parents have made their wishes known with regard to emergency treatment or advice.

The childminder has devised meal plans and prepares healthy and nutritious meals and snacks. Visits to local parks and childminding groups enable children to practise improving control and coordination skills as they can run, climb on apparatus and ride tricycles and scooters.

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	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	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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