

Inspection report for early years provision

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Inspection date	30/04/2010
Inspector	Marcia Robinson
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 was registered in 2001. She lives with her husband, who is also a registered childminder and their two grown up sons in a three bedroom house in the Thamesmead area of the London borough of Greenwich. The living room, dining room, kitchen and garden on the ground floor are available for childminding purposes. The childminder is registered to look after a maximum of six children under eight, including four children in the early years age group, when working with her co-childminder. When the childminder is working on her own, she is registered to look after a maximum of four children under eight years including three children in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child in the early years age group on roll. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder promotes children's welfare and development effectively overall and most requirements are met. She offers a warm and friendly welcome to all children and their parents. Sound relationships with parents ensure that children's individual needs are met and they make steady progress in their learning, given their age, starting points and abilities. The childminder generally reflects on the service she provides, but robust systems for monitoring the provision and identifying areas for improvement are not yet in place.

What steps need to be taken to improve provision further?

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

- keep an accurate record of the children's hours of attendance (Documentation) 24/05/2010
- ensure that written parental permission is requested at the time of each child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment. (Safeguarding and promoting children's welfare). 24/05/2010

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

- review the risk assessment and ensure that low level glass and all hazardous materials and risks to children in the garden are minimised and that the fire blanket is mounted on the wall so that it can be used effectively in an emergency
- establish links with other settings providing education and care for children in

- the early years age range
- devise a system of self-evaluation to monitor and to reflect on practice and the service provided
- increase knowledge and understanding of the Early Years Foundation Stage framework to ensure the observations and assessments are used to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

The childminder has a suitable understanding of the policies and procedures required for the safe and efficient management of the setting. As a result, most documentation is in place and stored securely to promote confidentiality. However, children's attendance is not accurately recorded and written parental consent to seek emergency medical treatment has not been sought. These are breaches of the specific legal requirements. Generally the childminder is active in ensuring children are appropriately safeguarded whilst in her care. She demonstrates a sound understanding of safeguarding children issues as a result of attending relevant training. A written policy and appropriate referral procedures are in place, should the childminder have any concerns. Risk assessments for outings and visits have not been developed to ensure the safety of children whilst outdoors. The childminder does however, ensure children remain safe on outings through close supervision and road safety. Risk assessments for the environment are conducted regularly and the childminder has identified and minimised most hazards within the environment. However, low level glass in windows, one uncovered drain and a large plank of wood in the garden are accessible and potentially hazardous to children. In addition, the fire blanket available in the kitchen is not fixed to the wall so could not be used quickly in the event of an emergency.

Toys are adequately arranged in the childminder's living room to ensure children are able to access these from a low level. The childminder regularly rotates them to ensure children have different learning experiences. The childminder adequately evaluates the learning and development opportunities she provides. She 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 recommendations raised at the previous inspection have been positively addressed, which impacts favourably on children's well-being. Children have some opportunities to become aware of a diverse society through a range of resources, such as, puzzles. The childminder demonstrates that she has sound knowledge and information about the children's backgrounds, dietary needs and languages. This is achieved through parent's who provide information about their child's individual needs which the childminder caters for, ensuring that every child's needs are met. The childminder works well in partnership with parents. They receive copies of all her policies and procedures which are informative and they are well informed verbally about their child's day and the care provided. The childminder speaks to parents on a daily basis to keep them informed of the activities their children have enjoyed. This enables them to continue their children's learning at home through

highlighted experiences. The childminder is caring for a child in the early years age range who attends another setting. To date the childminder has not started to liaise with other practitioners who also provide the Early Years Foundation Stage framework to promote continuity and coherence.

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

The childminder has attended training on the Early Years Foundation Stage and demonstrates a reasonable understanding of how to implement it. Children are happy, settled and relate well to the childminder, as she joins in with their play. They benefit from a flexible routine including a suitable balance of child-centred and adult-led activities. The childminder uses a positive and consistent approach to managing behaviour that takes into account children's understanding and maturity. Children develop an appropriate awareness of diversity and an understanding of the needs of others through discussion and a satisfactory range of resources that reflect positive images of the wider world. A satisfactory variety of activities and experiences provided by the childminder helps children make steady progress in their learning and development. Children enjoy socialising with their friends at nursery or taking part in trips to the local park. At the childminder's home they help themselves to toys and play materials. They confidently explore programmable toys and are beginning to understand information technology through using telephones. Children are able to recognise numbers and count up to 12; they solve simple problems during everyday routines and persevere until they find the correct piece for the puzzle. The childminder encourages children's communication skills as she listens carefully to what they say, giving them time and her full attention. This is supported by a wide range of books available for children to enjoy independently or with the childminder, encouraging children to develop a love of books. Children have fun as they participate in creative activities, including colouring, drawing and painting. The childminder knows children well and has recently implemented a system to track the children's progress and plan for their next steps. However, these are currently in their infancy as they do not sufficiently identify learning priorities and plan relevant and motivating learning experiences for each child.

Children are welcomed into clean and well-kept premises where they have sufficient space to play. They experience good levels of supervision and appropriate safety equipment is in place to ensure the majority of hazards are reduced. Routines such as tidying away toys from the floor encourage children to take responsibility for their own safety. They are kept safe on outings as they learn road safety procedures and understand simple rules, such as holding hands when crossing the road. Children are developing their knowledge and understanding regarding the importance of good personal hygiene and are becoming increasingly independent in their personal care. For example, they know they must wash their hands after playing outside or using the toilet. Children do not attend if they are sick which enables the childminder to protect others from illness. She can respond appropriately if children have an accident as she is trained to administer first aid. Children have sufficient opportunities to take part in physical play activities. These include using large climbing equipment at the park and throwing and catching balls

outside in the garden. Parents are closely consulted about any dietary needs their child may have and relevant information is recorded. A light lunch is provided by parents, which ensures healthy eating is generally well promoted. This is supported by the childminder who provides light snacks of fresh fruit if necessary.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met