

Inspection report for early years provision

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Inspection date	17/03/2010
Inspector	Rebecca Elizabeth Khabbazi
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 2000. She lives with her partner and two children aged 14 and 16 years old. The family live in a three bedroom house in a residential area of West Norwood, within the London Borough of Lambeth. The downstairs of the house is used for childminding. A garden is available for outside play. The childminder works with her sister, who is an assistant.

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 four children under eight years old when working on her own, three of whom can be in the early years age group. When she is working with an assistant, the childminder can care for six children under eight years old, five of whom can be in the early years age group. There are currently four children on roll, who are all in the early years age range.

The childminder is a member of the National Childminding Association and of a Lambeth Childminding Network. She has a relevant 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 development successfully and most requirements are met. Children are safe and well cared for in her welcoming, inclusive home. Good relationships with parents and other partners ensure that the childminder knows children well and they make good progress in their learning, given their age, ability and starting points. The childminder regularly reflects on the service she provides and identifies priorities for future development. This ensures she is responsive to the needs of the children she cares for and their families.

What steps need to be taken to improve provision further?

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

- make sure that observations of children's achievements are consistently used to identify next steps for their learning and plan activities that build on what they already know and can do
- improve fire safety precautions by ensuring all children take part in a fire practice

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded overall. The childminder has a clear understanding of her responsibility towards the children in her care and knows

what to do if she is worried about a child. Most of the required documentation that promotes the health, safety and wellbeing of the children is in place. However, although clear agreements are made verbally for children to be in the sole care of an assistant, the childminder does not always ensure that this is confirmed in writing by all parents as required. This is an offence unless the childminder gives a reasonable excuse. On this occasion the childminder did so and Ofsted does not intend to take further action.

The childminder's home is well organised around children's needs and they can easily access a good variety of resources. She works closely with parents to ensure she has a good understanding of children's backgrounds and needs and she adapts the care she provides effectively so that equality and diversity is successfully promoted. Parents are kept well informed through daily discussions and a contact book, and they have access to a wide range of written information about the setting. The childminder also builds strong working relationships with other partners, such as outreach worker for the Under 2's pilot scheme that she is part of, and is aware of the need to work closely with other providers where children attend more than one setting. She makes good use of support from her network co-ordinator, feedback from parents and local training opportunities to evaluate her provision and identify areas for improvement. Actions taken are well targeted to lead to improved outcomes for children. For instance, changes to the layout of play areas so that children can easily access resources and have plenty of space to play, and updates to her policies and procedures.

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

Children are confident and settled in the childminder's home. They show a sense of belonging as they move freely and safely around the areas used for childminding, and choose from the variety of toys and play materials available. Children learn to keep themselves safe when the childminder reminds them why they must not climb on the sofa, and when she talks to them about road safety and stranger danger. However, currently not all children have taken part in a fire evacuation practice to ensure prompt action is taken in an emergency. Children adopt simple good hygiene routines when they wash their hands before they eat, and the childminder follows careful nappy-changing procedures which help protect them from the risk of cross-infection. Children benefit from regular meals and snacks that meet their nutritional and individual needs, and are eager to have some fruit or a freshly prepared 'smoothie' during the morning. They play outside every day as part of a healthy lifestyle, enjoying the fresh air and exercise while they practise their existing physical skills and acquire new ones.

Children take part in a wide variety of activities and experiences that support their development across all areas of learning. They have good relationships with the childminder, who joins in with their play and makes effective use of spontaneous learning opportunities. She has begun to make observations of children's achievements, but these are not yet consistently used to identify next steps for their learning and plan activities that build on what they already know and can do.

Children are keen to communicate and their early language skills are fostered when the childminder chats to them as they play. They enjoy cuddling up for a story or singing along to a familiar song. Children begin to solve simple problems as they work out how many ducks are left when one jumps into the pool, or when they find the correct pieces for their puzzle. They explore and investigate as they splash in the green soapy water, finding out what happens when they pour water through a funnel, or when they blow on the suds. They use their imaginations when dressing up and take their doll for a walk in the wheelchair, paint pictures or make potato prints. The childminder makes the most of diversity to help children understand the world around them. They are well occupied and stimulated throughout the day and enjoy their time at the setting.

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?	3
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	3
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	3
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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