

Inspection report for early years provision

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Inspection date	26/04/2010
Inspector	Janet Sharon Williams
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 2006. She lives with her husband and seven month old daughter in Streatham Hill in the London Borough of Lambeth. The childminder works with a co-childminder and an assistant. There are shops, schools and public transport within walking distance. The first two floors of the home are used for child minding. The childminder is registered on the Early Years register to care for a maximum of five children at any one time. However, when working with the co-childminder and an assistant she may care for six children within the early years age group. The childminder and co-childminder currently has 14 children on roll. The childminder is also registered on 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 cared for in a well organised premises, providing resources and play materials for children to develop and learn in all areas of learning. Positive inclusive practice is promoted through providing for children who speak English as an additional language and an extensive link with other agencies within the community. The childminder has identified her strengths and weakness through self-evaluation and strives to make improvement for promoting children's learning and development and welfare.

What steps need to be taken to improve provision further?

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

- ensure stairs on the first floor are inaccessible to the children
- further improve knowledge of the six areas of learning

The effectiveness of leadership and management of the early years provision

Children are kept safe and protected through the childminder ensuring effective procedures are put into practice for safeguarding and protecting children. The childminder demonstrates a sound understanding of the signs and symptoms of abuse, enabling her to assess risk and protect children. Although most of the necessary safety precautions have been put into place to ensure children are safe from harm. The stairs on the first floor are easily accessible to children. Good procedures are in place ensure areas of the home and routes for outings are suitable for children being cared for. In addition frequent fire drills are practised to enable children to know what to do in event of an emergency. The childminder has comprehensive written policies and procedures in place, which reflects in most of her practices. Most documentation required for the safe and effective management of the setting is in place. For example, systems are in place for recording accidents

and incidents, children's arrival and departure times and relevant information has been gathered about parents and children. However, the childminder has not obtained consent for all relevant matters, for example, permission for outings and administering creams and lotion. Overall the childminder has established a good relationship with parents and an understanding of each child's welfare and learning needs. Parents receive regular information about their children's progress verbally and also in writing. This also includes an outline of what and how children learn. The childminder involves parents in their child's learning by giving suggestions regarding activities that they can extend learning at home. The childminder welcomes all children from various diverse groups including those who English is not their first language and good support is provided for children with special educational needs/disabilities.

Children have many opportunities to achieve the Foundation Stage of learning. Good plans in place provide purposeful and interesting play both in and out of doors, with a balance of adult and child-led activities that results in children being active learners. The childminder has a value understanding of the Early Learning goals and is aware of what she does well. She is keen to further improve her practice by attending training in writing observations and developing a wider knowledge of the six areas of learning.

The organisation of the environment encourages children to make their own choices. For example, they are able to sit and look at books, complete puzzles, use their imaginative and creative skills and play outdoors freely and independently.

The childminder has a very successful partnership with multi-agencies and services within the local community to ensure every child gets the support they need. For example, liaising with many of the local schools, nurseries, health centres, local authority, area newspaper and working closely with some of the childminder within the borough. All in which extensively promotes inclusion for all children.

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

Children enjoy their time at the childminder are happy, settled and relate well to each other. They play freely and independently and the childminder interacts with children in a relaxed atmosphere and demonstrates a very good understanding of each child's needs. They are interested and fully involved in activities and keen to communicate. The childminder plans a range of interesting activities which cover all areas of learning. Children benefit from a good range of activities that are stimulating and well balanced for all ages. Activities provided motivate children to want to learn. For example, they are able to enthusiastically develop their skills for the future, such as assisting with cooking the lunch, join in cutting up the vegetables, such as, peppers, a pumpkin and butternut squash. This also contributes to their small muscle control, using a knife effectively and holding it correctly. Children show an interest in what they are doing, they are challenged in what colours are the vegetables. Children know their colours well. They are able to extend their creativity through a range of mediums, for example, painting and drawing with various coloured fabrics and materials, such as, glitter, feathers and

sticky paper. Their art work and photographic evidence are displayed around the main play areas of the childminder's home. This demonstrates children's creativity and experiences of art and craft.

Children learn about different cultures, beliefs and other languages through planned topics. For example, they celebrate and address other festivity events such as Diwali and Hanukkah. Resources and play materials provided reflect diversity. Children also learn French through the childminder's assistant spending quality time with the children, they learn singular words for parts of the face, such as, nose, mouth, and eyes. There is clear evidence that they understand the language well as they respond when spoken to in French. Children's listening skills are good, through ongoing communication from the childminder, her assistant and each other they are consistently learning new words.

Children learn the importance of eating and staying healthy. The childminder works with the local authority in promoting parents to walk and leave their cars at home. Therefore, as part of the childminder's routine older children learn to walk everywhere and younger children are transported in their pushchair. In addition, children benefit from nutritious meals that are prepared and cooked each day. Fresh drinking water is offered regularly and children can request for one at any time. Good hygiene habits are promoted through children learning about washing their hands after using the toilet and before meals.

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	1
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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