

Inspection report for early years provision

Unique reference number	EY403920
Inspection date	13/04/2010
Inspector	Patricia Ann Edward
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 2009. She lives with her mother, brother and partner in London borough of Wandsworth close to shops, parks and schools. All areas on the ground floor are areas used for childminding, with a fully enclosed garden for outside play. The family has a pet cat.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more 3 may be in the Early Years age group and of these, no more than one may be under 1. When working with an assistant, may care for no more than nine children under eight years, of these, no more than 6 may be in the Early Years age range and of these, no more than 2 may be under 1 year at any one time. She is currently minding six children in the early years age group. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

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.

Most of the required documentation to promote children's education and welfare is in place. The childminder provides a sufficient range of activities to help children make satisfactory progress in their learning and development. However, effective systems are not in place to ensure parents and carers are included in their child's learning and development. Self-evaluation is limited and therefore areas for improvement are not effectively identified and inclusive practice is not actively promoted. The childminder works with parents to ensure children are settled in her care; she understands each child's individual needs and this helps them to feel secure.

What steps need to be taken to improve provision further?

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

- ensure the assistant completes an appropriate paediatric first aid course 31/05/2010
- as part of the learning and development requirements, providers must ensure adults looking after children are able to support children to develop their Communication, Language and Literacy skills in English. 31/05/2010
- providers must ensure that adults looking after children or having unsupervised access to them are suitable to do so; this is with regard to demonstrating the opportunity to develop and understand the use of 31/05/2010

- the English.
- providers must obtain prior written permission for each and every medicine from parents before any medication is given.

30/04/2010

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

- develop further the arrangements for obtaining starting points, observing and assessing young children to identify their achievements and the next steps in their learning and development and use this information to plan effectively across all areas of learning
- promote positive attitudes to diversity through activities and opportunities that encourage children to talk about similarities and differences to help children to value aspects of their own and other people's lives
- provide a range of meaningful contexts in which children have opportunities to develop a command and understanding of English language
- implement systems to monitor and evaluate the provision and use these as a basis of on-going review to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder recognises the signs and symptoms of abuse and has a secure awareness of the local safeguarding reporting procedures. The childminder is committed to promoting children's safety. She is well organised in her management of procedures to protect children from harm. Suitable risk assessments are undertaken for areas of the home and outings and these generally contain good levels of detail. Further to this, she has not implemented systems for self-evaluation. Therefore, her ability to continually improve the provision is limited. The childminder has successfully completed the pre-registration training course for childminders and has a valid first aid certificate. Although the childminder holds an appropriate first aid certificate, this is not the case for her assistant. This impacts on children's well-being. This is the provider's first inspection and so therefore she has not had any recommendations or actions to meet.

The childminder is generally well organised to enable children to participate in a suitable range of activities. However, no systems have been implemented to monitor or evaluate the quality of the early years provision. The childminder has basic knowledge of the Early Years Foundation Stage and has not completed observations or considered how observations impact on planning for children's individual learning. The childminder works in partnership with parents to obtain their welfare needs. For example, she ensures that contractual agreements are in place and that parents inform her of their children's likes and dislikes and other relevant information, such as allergies. However, she is unable to demonstrate how she provides parents with quality information about their individual children's education and learning priorities. She also does not obtain starting points from

parents at contract stage. As a result, parents are not able to be actively involved in their children's learning.

The childminder's home is well organised and attractively equipped with sufficient quality toys and resources. These are appropriate for the children's stages of development and the majority are readily available to children to encourage them to gain independence. However, there is a lack of resources and equipment that reflect positive images of equality and diversity. She uses her experience and knowledge of childcare to ensure appropriate support is provided to ensure children's play is purposeful. All the required records, and procedures are used effectively to promote the children's welfare. However, written consent is not obtained for individual medication. This does not promote children's well-being and is a breach of regulation. She has devised a number of policies that include behaviour management, missing child, safeguarding and sick children. All of which promote positive outcomes for children.

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

The family home is made welcoming and is very child centred. Children's art work is displayed in the playroom and the conservatory and they take their work home to share with parents.

A selection of toys and resources are easily accessible in these areas to promote ease of access. Children are beginning to understand the importance of hygiene as they take part in personal hygiene routines as they are encouraged to wash their hands after using the toilet. Children learn about healthy eating as the childminder provides healthy meals, snacks and drinks throughout the day. Children's physical skills are developing appropriately as they access the garden on a regular basis, weather permitting.

Children are settled in the childminder's care because she observes their home culture, through implementing Polish language and meals within the setting. Therefore, children are confident and at ease within the childminding setting. The childminder can adequately explain how some activities and experiences can help to promote children's development and learning. Children's early communication language and literacy is basically supported because the childminder provides a selection of books in both English and Polish. Both she and her assistant communicate to the children only in Polish and they also provide games and activities, which further promotes children's home language. However, limited communication and activities that reinforce children's command and knowledge of English hinders their ability to develop English as an additional language. Children have access to a range of developmentally appropriate toys and happily play alone alongside their friends with the childminder and the assistant's help.

Children beginning to develop an understanding of how to stay safe. They regularly take part in the emergency evacuation procedures, which develops their understanding of what to do in the event of an emergency. Children develop a sense of belonging within the childminder's home. Appropriate interaction with the childminder and assistant helps them to become secure and confident in the

setting. Children are naturally praised for their achievements. Consequently, children are developing good habits and behaviour. Children enjoy taking part in a range of creative activities such as painting and sticking. Their knowledge of counting and numbers is developed through singing a number of songs that introduce basic addition and subtraction. No systems are in place.

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