

Inspection report for early years provision

Unique reference number	EY395710
Inspection date	29/04/2010
Inspector	Linda Close
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 2009 and lives with her adult child and a child who is under 8 years old and who attends primary school full-time. The childminder and her family live in the Tooting area of southwest London, in the London borough of Wandsworth. The childminder is registered to care for no more than three children under eight years. She is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder does not provide overnight care. The home is a three bedroom house located in a residential cul-de-sac. Children are predominantly cared for in the living room and they have their meals in the kitchen. There is a garden at the rear of the house but it is not currently suitable for outdoor play. There are two children on roll and both are in the early years age range. One attends full-time and one attends part-time.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, busy and content with the childminder and they are making appropriate progress in their development and learning. The home is secure and welcoming and the childminder has arranged her living room with children's comfort in mind. However, there are some breaches of the requirements for registration that impact on children's welfare. The childminder has established sound working partnerships with parents and the information they exchange helps her to meet the individual needs of the children. The childminder evaluates her service and she is eager to develop her work with children through further training although some weaknesses in provision have not been recognised.

What steps need to be taken to improve provision further?

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

- ensure that adults looking after children are suitable to do so (Suitability of adults) (also applies to both parts of the Childcare Register) 13/05/2010
- ensure that a daily record is kept of the children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 29/04/2010
- ensure that appropriate fire control equipment, for example a fire blanket, is in place and is in working order (Suitable premises, environment & equipment) (also applies to both parts of the Childcare Register). 13/05/2010

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

- include in the risk assessment anything with which a child may come into

- contact, such as the use of the high chairs with an appropriate harness
- improve systems of assessing progress and linking assessments to planning to ensure that all children move forward in their learning
- improve systems of self-evaluation to ensure that all areas for improvement are identified.

The effectiveness of leadership and management of the early years provision

The childminder has recently updated her knowledge and understanding of safeguarding children and she is well aware of the signs and symptoms of abuse and what steps to take if she has concerns. She ensures that the children remain in the living area by using a safety gate to prevent unsupervised access to the stairs or the kitchen. The high chairs that the childminder uses are of a design that fits children snugly but the children are lively and agile and their safety is not assured because the harness is not always fastened. All sharp or unsuitable items are placed where they are inaccessible to children. The childminder's home has smoke alarms and a fire extinguisher in the kitchen. However, the extinguisher is of a type that is not suitable for all emergencies and there is no fire blanket which is a breach of requirements.

All adult members of the childminder's family have been vetted for their suitability to have access to children. Records that are shared with parents show that children have, in the past, been left indoors for a short period of time with an adult member of the childminder's family which is a breach of requirements. This person is not registered as an assistant and therefore is not permitted to have sole charge of minded children. The childminder has given thought to her ongoing professional development and she is eager to enrich her work with children. To further her knowledge and understanding of her work she has enrolled on a course leading to a relevant National Vocational Qualification at level 3.

Children have easy access to a wide range of good quality toys and resources. Their toys and books reflect a broad range of people. Children are regularly taken to meet and play with other children and adults at local playgroups and children's amenities. They enjoy music and activities associated with celebrations from different cultures and in this way they become accustomed to, and learn to respect, a range of people in the community.

The childminder has not yet had a need to liaise with other providers or outside agencies but she is aware of the support mechanisms available locally and she is ready to work with others if necessary.

The childminder has shared a wealth of information about the care needs of some children and she adds notes to a useful journal that goes home with some children on a regular basis. In this way valuable information is shared and a good working partnership has been formed. However, the childminder has not yet gained in-depth information about children who have joined her more recently apart from health issues, sleep and food and drink requirements. Insurance documents and the childminder's registration certificate are prominently displayed for parents and

a useful file of policy documents is available for parents to share. The childminder has not kept her attendance records up to date and she has not started to record the attendance of those children who have joined her recently which is a breach of requirements.

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

Children show by their happy smiles that they feel confident and safe in the childminder's care. They relate well to her and to one another. The childminder praises the children and encourages them to be gentle with one another. They crawl energetically around the play room and make independent choices from the wide range of toys and resources which are stored at a low level to give them easy access. Children are learning baby signing and they are beginning to make signs to show what they are thinking. They show that they have opinions, for example, about what they would like to play with or whether or not they would like to drink water, and they easily make their feelings known.

The childminder talks to the children and in this way she is helping them to develop their understanding of language and communication. She shares books with them and they look at the pictures with interest. The children know what to do with books and they often pick up a book and turn the pages independently. They respond well when their favourite stories are read to them including a Zoo book which has flaps for them to lift to look at the pictures beneath. Children select musical toys and they show a good understanding that something will happen when buttons are pressed. They make music with a xylophone and show a keen interest in the nursery rhymes that the childminder sings to them. Children also have access to a range of interesting battery operated toys and they are curious and eager to try them out.

Children thoroughly enjoy their food and drink which consists of healthy choices and is provided by their parents. The childminder works closely with parents in this respect because the children are still at the stage of trying new tastes and textures. The childminder is sensitive to their individual needs and she gauges their need for food, drink and sleep very well.

Standards of hygiene in the home are good and outdoor shoes are not worn indoors. The childminder keeps floor surfaces clean so that children can crawl and play in clean surroundings. The childminder carefully cleans children's hands and faces with damp cotton wool to ensure that no chemicals come in contact with their skin that could cause irritation. She cleans the changing mat between nappy changes and disposes of debris hygienically.

Children have ample space to crawl and play indoors and they are active and energetic. The childminder takes children to various local play centres so that they can play with different toys and explore different surroundings.

The assessment of children's learning and subsequent planning for their progress is at an early stage. The childminder has maintained a journal for some children

which shows their progress in general terms. She has begun a new system of observation which she intends to develop and extend so that she can use the information gained to plan activities that focus on helping children to develop their skills.

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	2
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

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children make a positive contribution	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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