

Inspection report for early years provision

Unique reference number	123028
Inspection date	28/09/2010
Inspector	Mauvene Burke
Type of setting	Childminder

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 2000. She lives with her husband and their two teenage children in the London borough of Wandsworth, close to local parks, shops and public transport links. The whole of the childminder's home apart from the master bedroom is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll of which four are in the early age range, all attend on a part time basis.

The childminder takes children to the local 1 o'clock club and she is a member of The National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are valued and respected as individuals by the childminder and are happy and content in this setting. They are making satisfactory progress in their learning and development as their individual needs are known and addressed by the childminder. Risk assessments and most of the required policies and procedures are in place and are used effectively for the welfare of children. There is a strong commitment to on-going improvement as the childminder attends regular training and is developing the use of her self-evaluation to identify further improvements.

What steps need to be taken to improve provision further?

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

- inform parents of the procedures to be followed in the event of failure to collect a child at the appointed time and in the event of a child going missing (Safeguarding and promoting children's welfare). 12/10/2010
- ensure that the permission of all parents is requested to the seeking of any necessary emergency medical advice or treatment 12/10/2010

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

- continue to develop the systems to make meaningful observations and assessments and use these to clearly identify learning priorities and plan relevant and motivating learning experiences for each child across all areas of learning.
- develop a regular two-way flow of information with parents to ensure that children's achievements and progress are shared

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of child protection issues, this is supported by detailed policies and procedures that reflect the Local Safeguarding Children Board guidance. The childminder ensures that she is kept up-to-date with the latest guidance and guidelines by working closely with the local authority's Early Years department and by updating her training. This ensures that parents can be confident of the childminder's commitment to acting in the best interest of their child at all times should she have any concerns. In addition to this, the childminder ensures that all adults who have contact with children are suitable and appropriately vetted. There are well written risk assessments in place and the childminder conducts visual checks around the home on a daily basis. Risk assessments are also carried out before every new outing, clearly identifying any risks she may encounter whilst they are on their way and once they reach the intended venue. This ensures that children's safety is promoted whilst they are out as well as when they are indoors. The required documents relating to the settings policies and procedures are in place and the majority of these are shared with parents as required. However, the childminder has not shared with parents, the procedure she would follow in the event of a child going missing or if a parent fails to collect their child. This is a specific requirement of the Early Years Foundation Stage and must therefore be adhered to. The provider ensures that she follows the correct procedures before and when administering medication to children, a very accurate record is maintained of all medication administered. Accidents too, are recorded with accuracy and she ensures that parents receive notification of any accidents occurring whilst children are in her care. However, not all parents have been asked to give written permission for her to seek any necessary emergency medical advice or treatment. This could have an adverse affect on children's well-being as it could result in a delay in the seeking of treatment in an emergency.

The childminder is a skilled and caring practitioner who enjoys the company and interaction with the children in her care. She demonstrates a familiarity with the Early Years Foundation Stage framework and has started to develop the planning and observation process in order to help children make progress in their learning and development. Planned activities covers the six areas of learning and are adapted to ensure that all children benefit individually from these. However, assessments of the progress that children are making are not yet completely in place, namely the identification of the next steps in children's learning as a result, there may be gaps in their learning. Equality of opportunities and inclusion is promoted in this setting as the childminder actively ensures that the individual needs of all the children are met. She knows the children and their routines extremely well which enables her to meet their needs effectively. Children's

awareness of the diverse environment that they live in is developing as they celebrate cultures different from that of their own.

Play opportunities are enhanced as resources, time and space are used positively and this creates an atmosphere that is conducive to both learning and having fun. A varied range of excellent resources is available to children and these are suitably presented and safely stored. Children are learning about their environment as they are encouraged to recycle recyclable material during their daily routines. The childminder is committed to improving her practice and regularly attends training courses to ensure that she keeps up-to-date with her knowledge and skills. She has completed a hand written self-evaluation document and is able to identify some further areas for development. One recommendation was made at her last inspection, the childminder was asked to ensure that the safety gate outside the lounge is in place. The childminder has met this recommendation satisfactorily.

The childminder on the whole, works in partnership with parents and carers to ensure that children benefit from continuity of care. Daily diaries are in place and verbal discussions held with parents on children's changing routines as they develop. Parents can see photographs of their children involved in various activities which promotes an awareness of what their children have been up to. Parents know and understand that they are able to see their child's progress records at any time but this is still an area for development as parents are currently not encouraged to contribute to their children's learning. Although, there are currently no children on roll who attend other early years settings, the childminder is aware of the benefits from good continuity of care and developing links with other settings as she has experience of working in partnership with other settings. Currently, no children with special educational needs and/or disabilities attend the setting. However, the childminder demonstrates a positive attitude towards ensuring that all children are fully included.

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

Children are content in this environment and have formed good relationships with the childminder which in turn assists in building their self-esteem and sense of belonging. Children demonstrate that they are secure in the childminder's company as they seek comfort and reassurance from her when they are tired or upset. They move around in this homely environment from the living room to the kitchen area, confidently and safely. Given their starting point, all children are making progress in their learning as the childminder is fully aware of their needs and interests and ensures that all children receive individual support and that their learning needs are met. Children are making their own choices as they explore the environment with interest and curiosity. For example, babies help themselves to what is on offer in the large 'treasure' basket on the floor that is positioned just at the right height and which contains a host of interesting resources which they can pull, press and empty and refill as they like. Older children takes their pleasure from looking after the dolls and making sure they are 'comfortable' on the settee as they lay them down to 'sleep'. The provider ensures that there is a balance of adult-led and child

initiated activities and that activities can be easily adapted so all children can join in and is therefore flexible in her approach to planning. Children are taken out daily which enables them to receive regular exercise and fresh air and trips to local groups ensures that they have contact with children from different backgrounds to their own and help to develop their social skills. Boys and girls are encouraged to engage in non-stereotypical activities so that they can each reach their full potential and discover their own personalities, likes and dislikes.

Children's health and well-being are promoted well. They are encouraged to wash their hands before they eat their meals and have individual towels on which to dry their hands. Children have their own travel cots and bedding which helps to reduce the risk of cross-infection. Whilst most parents currently supply their children's main meals, the childminder takes care of the preparation and storage of the foods. Children develop an awareness of their own safety as they participate in the organised emergency evacuation drills and listen to and follow instructions from the childminder. For example, not to climb on the play house as not only will it break, they might fall and hurt themselves and/or others. Children benefit from the manner in which the childminder supports them in learning about boundaries to their behaviour. She praises children and encourage them to share, hence very young children are seen offering their toy to another child when the child is upset as a way of comforting them. Children are developing skills for the future as they learn to be independent for example, as they feed themselves, and as they show curiosity and make choices in this enabling environment.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	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	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	3
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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