

Inspection report for early years provision

Unique reference number	122949
Inspection date	28/09/2010
Inspector	Liz Coffey

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 has been registered since 1985. She lives in Battersea, in the London Borough of Wandsworth, with her partner and adult son. They live in a two bedroom first floor maisonette which is laid out on three levels. Children play mainly in the lounge and the childminder's own bedroom is used for daytime rest/sleep facilities. There is no outdoor play space. However, the childminder ensures children have regular opportunities to play in local parks and open spaces. There is a pet kitten in the home.

The childminder is registered to care for a maximum of five children at any one time, of whom three may be in the early years. There are currently three children in the early years on roll and one school aged child also attends on an occasional basis. The childminder is registered by Ofsted on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a generally safe and stimulating environment for the children in her care. She has devised and has implemented most required policies and procedures to underpin her service. The childminder provides a suitable range of activities that meet children's interests and promotes their learning and development. There are generally effective systems in place to ensure daily communication with parents on children's individual needs and their learning. Although there is no formal system of self evaluation the childminder is reflective of her practice and has begun to identify the strengths and weakness of her provision and is keen to further develop her service to ensure improved outcomes for all children.

What steps need to be taken to improve provision further?

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

- ensure a current paediatric first aid certificate is maintained (Suitable people) -also applies to both parts of the Childcare Register 20/10/2010
- conduct a risk assessment and review it regularly- at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) - also applies to both parts of the Childcare Register 20/10/2010

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

- develop systems of self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- ensure that observations and assessments are matched to the expectations of the early learning goals and used to identify learning priorities for each child, that are shared with parents
- ensure that all required policies and procedures and information on the childminding service are made available to parents

The effectiveness of leadership and management of the early years provision

Children are generally kept safe and their well-being is promoted by the childminder. The childminder has devised some policies and procedures which she shares with parents. However these are not fully developed and do not cover all required aspects, for example the action to be taken in the event of a child going missing. The childminder has appropriate referral details in place and is aware of the procedures she would follow if she has any safeguarding concerns. However, the childminder does not hold a current first aid certificate which puts children's safety and welfare at risk. This is a breach of regulations.

The children play mainly in the lounge. Resources are effectively organised to enable children to self-select from a range of activities. Although safety equipment, such as stair gates and socket covers are in place the childminder has not recorded risk assessments for the home or outings. This is also a breach of regulations. Emergency evacuation procedures are in place and the childminder carries out regular fire drills with the children. As children grow older the childminder promotes their understanding of how to keep themselves safe, for example by teaching them the importance of road safety and behaving in a safe manner both in and out of the home.

Children demonstrate a strong sense of security in the setting and readily approach the childminder for help or a cuddle. All children and their families are valued and engage in a range of activities that help support their learning and development. The childminder has begun to develop communication systems to enhance partnership with parents and other settings that children may attend, such as schools and nurseries. The childminder has begun to identify the strengths and weaknesses of her provision, although systems of self-evaluation are in the very early stages.

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

Children have access to a suitable range of resources and experiences. There is a well planned routine and children are settled and enjoy their time at the

childminders. The childminder is resourceful and has a sound knowledge of how to involve and engage the children. Each child has their own book in which the childminder records observations of the children's progress as they learn and develop new skills, which she shares with parents. However, as yet these observations are not matched to the expectations of the early learning goals or used to plan for next steps for individual children's learning.

Children are well occupied and eagerly engage in the range of activities available. They play with the large building bricks, building towers and stacking the bricks in high piles. They enjoy sharing stories and books and are learning how to handle books and reading materials with care. They eagerly play with the dolls and home corner props as they dress and undress their dolls and gently pat them as they pretend to settle them down to sleep. An assortment of writing materials such as crayons, pencils and card are available for the children and from a young age they practice their mark-making skills, helping to prepare them for writing as they grow older. Children begin to understand and use mathematical language as they join in familiar counting songs and rhymes with the childminder. Their knowledge and understanding of the local community and wider world is enhanced by trips to local places, for example the childminder talks to them about foods from different countries as they look in the window of an Italian delicatessen. Linguistic diversity is recognised and the childminder supports children who speak languages other than English, learning familiar words in their home language while at the same time introducing them to new words in English.

Furniture and resources are organised to ensure that babies and toddlers have space to practice their early crawling and walking skills. The childminder encourages their attempts to become mobile and provides support and encouragement applauding their achievements and recording this to share with parents. The childminder gives meaningful praise and encouragement to children. Their efforts are acknowledged and their achievements celebrated. Children are well supported through transitions in their life, such as starting at pre-school, where the childminder works closely with parents to help allay any anxiety or apprehension.

The childminder demonstrates a good understanding of the children as individuals and provides activities accordingly, so they offer appropriate challenge. Children are able to explore and select resources independently. Resources are stored at their level allowing them choice and freedom to self-select. Children benefit from a welcoming environment where good relationships with the childminder have been established. As a result, children feel safe and secure in the childminder's care. Children behave well and are aware of the expectations and boundaries in place. This enhances their sense of security and belonging. Regular outings to local toddler groups, one o'clock clubs and the library further extend children's learning and provide new and challenging experience for them as well as opportunities to socialise with a wide mix of children. Children visit local parks and playgrounds where they enjoy picnics in the summer months and opportunities to run, play ball games and enjoy physical exercise in the fresh air, helping them develop physically and promoting healthy lifestyles.

Children develop good hygiene awareness through hand washing routines; they

are developing good manners, social skills and learning about healthy eating and making healthy choices. Children's personal care needs such as sleeping, nappy changing and toilet training are discussed with parents and the childminder adapts her routine to supports the children's individual routines. Children feel safe because the childminder creates an atmosphere and environment which enables them to play happily and cooperatively with each other, feel included and supported in all the activities. This enables children to enjoy their time in the setting, achieve well and develop skills for future learning.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report 20/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report 20/10/2010