

Inspection report for early years provision

Unique reference number	EY368858
Inspection date	20/01/2011
Inspector	Gillian Cubitt
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 March 2008. She lives with her adult son in a flat in a secure block with a concierge situated in the London Borough of Lambeth close to Loughborough Park. Children use the living room, and second bedroom for sleeping. There is a communal garden for outside play. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for three children overall and at present she caring for three children in the early years age group.

The childminder has experience of working within a nursery. She has an appropriate early years qualification. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's qualification and experience help her to meet effectively the learning and development needs of the children in her care. She knows the children well and understands the importance of treating each as an individual, sharing relevant information with parents and others. Children are safe although the childminder lacks thoroughness in her review of risk assessments. She is beginning to reflect on her practice and has identified some areas for improvement which indicates her capacity to make improvements for the outcomes for children.

What steps need to be taken to improve provision further?

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

- regularly review the risk assessment, at least once a year. 21/02/2011

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

- consider further ways to ensure that parents are fully informed about their babies' daily routines and progress, for example, by noting these in a daily contact book, and encourage parents to add to them
- improve the system used for observation, assessment and planning so as to ensure that activities and experiences planned help children to move onto the next step in their development
- develop a more secure system for improvement through continuous self-evaluation .

The effectiveness of leadership and management of the early years provision

The childminder has a generally sound understanding of her role in safeguarding children. She has an appropriate policy and all adults in her home are suitable to be in contact with children. The entrance to the home is secure and the childminder has conducted an overall risk assessment and produced a written record of her findings at the start of her registration. However, she has not reviewed this at least annually, as required. The failure to meet this requirement does not have a detrimental impact on the children in her care as the childminder maintains a safe environment and supervises children appropriately. Other required documentation is appropriately maintained.

The childminder is passionate about her work with children and shows commitment to developing her knowledge of childcare and education. She has completed an early years qualification and is keen to attend further training. Although her self-evaluation is in the early stages, she is beginning to look at ways to help her improve the outcomes for children. She organises her home well to provide the children with a range of resources appropriate to their age and stage of development, as well as providing positive images reflecting diversity that help children to gain cultural awareness. The childminder promotes equality and diversity well in her setting, working alongside parents and other providers from varied cultural backgrounds. For example, she is sensitive to families who speak other languages than English in their home and provides appropriately for children's needs. The childminder has a very warm, friendly relationship with parents and they feel confident about asking her advice which is valued. The childminder organises her day to babies' daily routines and tells parents about what their children do whilst in her care, at the end of the day. However parents do not access their children's records regularly to improve the two-way sharing process. The childminder has a positive view of partnerships with all who work with the children. She has established positive links with local schools to which her minded children attend. She is also well connected to the local children's centre where she seeks advice and support when required.

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

Children are confident and relaxed with the childminder who is very warm and affectionate and gives her full attention to children's enjoyment. She organises her home well to allow them to choose freely from a range of toys and resources that are suitable for the age range of children in her care. The children also learn about other cultures through the range of resources the childminder provides.

The childminder makes some observations about what children do and has a satisfactory awareness of where children are in their learning. She instinctively supports them in their play but has no system to ensure that planning for future activities and experiences build's upon what children already know and can do. Children enjoy a range of activities such as using push along toys, building with

blocks and looking at books. They especially enjoy outside activities such as collecting leaves in the park which they bring back to make attractive collages. They enjoy the feel of these natural resources and learn about the changes in the seasons. Other activities, such as playing with sand and making models with play dough also contribute towards their physical and creative development. Children's early communication skills are promoted because the childminder constantly talks to them. They see letters and numbers displayed around the room which helps to reinforce their learning. Children also attend local toddler clubs and children's centres each week giving them the opportunity to socialise with other children in their community and enjoy an extended range of activities.

Children are polite, respectful, behave well and show strong bonds with the childminder. Very small babies smile and gain comfort as they snuggle into their papoose whilst being carried by the childminder. This soothes them and makes them feel safe and secure. Children's health is supported because the childminder provides healthy nutritious meals which children occasionally help to prepare. Children learn good personal hygiene through poster prompts and daily routines to keep themselves healthy. Children learn about safety when going outside because the childminder makes them aware of how to cross the road safely taking notice of the colours of the traffic lights.

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	2
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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