

## Inspection report for early years provision

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<b>Unique reference number</b>	EY320031
<b>Inspection date</b>	25/01/2011
<b>Inspector</b>	Rebecca Khabbazi

<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2006. She lives with her husband and two children aged five and eight years old. The family live in a three bedroom house in Bermondsey. The downstairs of the house is the main area used for childminding. A garden is available for outdoor play. The family have two dogs.

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 under eight years old, two of whom can be in the early years age group. There are currently two children under eight years old on roll, one of whom is in the early years age range.

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 good.

The childminder successfully promotes all aspects of children's welfare and development overall, and most requirements are met. Children are safe and well cared for in the welcoming, inclusive environment. Positive relationships with parents ensure that the childminder is familiar with children's needs, and children enjoy a balanced after-school routine that compliments their experiences at other settings. The childminder reflects on the service she provides and identifies areas for future development. This ensures that the provision is responsive to the needs of the children who attend and their families.

## What steps need to be taken to improve provision further?

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date or review and any action taken following a review or incident (Documentation) 28/02/2011

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

- strengthen systems for sharing information about children's progress and achievements with other providers where children attend more than one setting, so that children experience continuity in learning and care

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is effectively safeguarded overall. The childminder attends relevant training and is familiar with the steps to take if she has concerns about a child. Most of the required paperwork that ensures that the setting runs smoothly on a day-to-day basis is in place. The childminder assesses her home for risks and hazards and makes sure that appropriate precautions are in place so that children can play safely. However, there is currently no record of the childminder's risk assessment, as legally required. Resources are well organised at the setting, and help create a homely environment where children can easily help themselves to toys and play materials.

The childminder works closely with parents and makes sure she has a thorough understanding of each child's background and needs, and she adapts the care provided where appropriate so that equality and diversity is promoted. Parents have access to a variety of written policies and procedures, and are kept informed through a daily diary as well as verbal feedback and discussion. The childminder establishes positive relationships with the other settings that children attend and they exchange information on a day to day basis. However, at the moment systems for sharing useful information about children's progress and achievements to ensure continuity in care and learning, are not fully in place. The childminder makes good use of local training opportunities, links with other providers and the support and advice of her local childminding coordinator to monitor and evaluate the provision and keep up to date. She identifies clear targets for the future that lead to improved outcomes for children, such as developing her knowledge of child development by attending training.

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

Children show a strong sense of belonging at the setting, and grow in independence as they move safely around the setting and help themselves to resources. They adopt simple good hygiene routines such as washing their hands before they eat and taking off their shoes indoors. They benefit from balanced meals and snacks that meet their nutritional needs, choosing an apple from the fruit bowl or eagerly waiting for their favourite meal of meatballs for their tea. Children enjoy regular physical activity as part of a healthy lifestyle, stopping off in the park on the way home from school or playing in the childminder's garden.

Children have good relationships with the childminder and she knows them well. They attend the setting after school or nursery and take part in a wide range of activities that complement their experiences in other settings. The childminder observes their achievements and makes sure that activities are based on their interests and needs. Children get on well together as they play a game of hide and seek, taking turns to count to ten and finding safe places to hide themselves away.

They are keen to communicate and confidently join in conversations. They enjoy books and stories and have fun with an electronic writing desk, pushing the letters and making marks on the screen with the pen. They hold up the correct number of fingers to show how old they are, and count the steps as they walk up the stairs to the bathroom. Children enjoy designing and making things with recycled boxes and tubes, and they explore the world around them when they go for walks in the park or hunt for bugs in the garden. They use their imaginations when they make up their own song or dance to music. Children enjoy relaxing and playing games with their friends after a busy day at school and benefit from a balanced and relaxed routine that meets their needs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	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

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