

Inspection report for early years provision

Unique reference number	EY260729
Inspection date	26/01/2011
Inspector	Mauvene Burke
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2003. She lives with her husband and their three-year-old son in a four bedroom house, situated in a residential area in the London borough of Lambeth. The whole of the ground floor is used for childminding, with washing and sleeping facilities on the first floor. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time; of whom, no more than two may be in the early years age range. The childminder works with an assistant. She is currently minding two children in the early years age group. She also offers care to children aged five to 11 years. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an accredited childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children attending this setting are highly valued and respected by the childminder. They enjoy a homely environment where their individual needs have been identified and are addressed in line with their parents' wishes. Overall, all required documentation is in place but not all meet the requirements of the Early Years Foundation Stage. The effective practice within this setting is driven by the childminder who demonstrates a complete commitment to continuous improvement by way of constantly evaluating her practice so outcomes for children are enhanced.

What steps need to be taken to improve provision further?

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 10/02/2011

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

- seek ways of working in partnership with other practitioners delivering the Early Years Foundation Stage to children attending the setting.

The effectiveness of leadership and management of the early years provision

The childminder has a very good understanding of how to safeguard children. She understands child protection and safeguarding issues and how to implement the policies and procedures that are in place. The child protection written policy includes the process to follow in the case of an allegation being made against the childminder and where to report concerns to. There are well-developed policies and procedures in place to help ensure the children's safety and well-being. Stringent risk assessments are carried out on the premises to ensure that potential hazards are identified and any risks to children's safety are minimised. However, although the childminder implements her procedure for outings, for example, taking out a first aid kit and emergency contact numbers, she does not carry out risk assessments for each new outing that she embarks on with the children. This is a specific legal requirement of the Early Years Foundation Stage.

Children's progress in relation to their starting points is good. The environment is conducive to learning and well suited to its purpose because the childminder has given a lot of thought as to how the resources and equipment are organised. Resources and equipment are of an extremely high quality and are stored around the room and in storage cupboards which children have very easy access to. The childminder is a qualified primary teacher but does not allow this to rest on her laurels. She is committed to continually increasing her knowledge of child development and good childcare practices and has a very detailed log of training she has attended and those she intends to attend, this includes the Common Assessment Framework (CAF).

The childminder knows the background and the needs of the children well. She has attended training relating to diversity to enhance her knowledge of differences that exist in society. She ensures that equality is at the heart of her provision to ensure that all children are valued and have an understanding of their own culture and that of others so they can be respectful to differences. All children have equal access to equipment and activities that are available so that no child feels excluded. Resources reflect diversity.

There are exemplary arrangements in place for working in partnership with parents and carers to ensure that a fully inclusive service is promoted. Parents are totally encouraged to play a full role in supporting their child's learning and development. Arrangements for sharing information between the childminder and parents are good. A two-way flow of information means that children's individual needs are fully understood and respected. Parents are kept informed of their child's development through regular discussions with the childminder about the progress their child is making, for example, each year, three review meetings are held. A photographic record is also shared with parents showing the various activities that the children have been involved in. Communication takes place with other provisions delivering the Early Years Foundation Stage and although communication with others have been at times challenging, the childminder does not let obstacles stop her from getting the relevant information she needs.

The childminder seeks the views of parents and carers when evaluating her setting. She has accurately diagnosed the strengths and weaknesses in the setting and taken action to improve these. One of the areas that the childminder would like to improve upon is the outdoor play. For this reason she is looking at Forest Schools to see how she can incorporate some of the practices within her setting.

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

Children arrive happily and settle quickly in this homely environment. They are developing a sense of belonging as they place their shoes underneath their 'special box' in the hallway and as they identify their dragons and lanterns that are displayed in the playroom. They behave well and demonstrate their interest in activities that they self-select, while all the time, developing their understanding of taking turns and sharing the equipment with each other. The children enjoy a close and respectful relationship with each other and the childminder and attend local facilities and childminding groups where they have opportunities to develop their social skills.

Children make excellent progress in their learning, given their starting points, because the childminder provides a range of play opportunities that covers all areas of learning. She undertakes written observations on the children as they play and is aware of how she is developing their learning. Planning is formal but very flexible and is intended to meet the individual needs of all the children attending. Assessments made of the children show an accurate and detailed record of the progress that each child has made while in the childminder's care. Every opportunity is maximised to promote children's learning and development as the childminder talks and chats constantly with the children as they play, often introducing them to new words. This enables them to extend their communication skills. Activities are extended as children learn about Chinese New Year. For example, they visited Chinatown and obtained menus from the restaurants they visited to place in their 'own' Chinese restaurant. From this visit they have made dragons and lanterns and will enjoy a homemade, cooked Chinese meal. Children have learnt to sing a song using the Chinese language and they enjoy imaginative play as they visit the Chinese restaurant in their playroom, serving themselves with 'noodles' that have been made using different colours of wool. Stories told to them by the childminder include the main characters being frightened by the dragon that they meet in Chinatown. The children thoroughly enjoy this story and are heard asking for it again and again.

The childminder follows highly effective procedures to enhance the health and well-being of all of the children. Children wash their hands before eating their snacks and other meals and dry their hands on individual towels. They know that when they blow their noses the tissue must be discarded in a bin and when they cough they must cover their mouths to prevent 'spreading germs'. Children are offered fresh drinking water throughout the day and are given a range of fresh fruits when they have their snacks. Meals are freshly prepared by the childminder. Children know why it is important to eat healthily as the childminder speaks to

them about being strong. Children's medical needs and minor accidents are managed with care. Children are learning to keep themselves safe, for example, when copying the tree surgeons in the garden they put on their 'hard hat' to keep their heads safe. They are seen running towards the porch when they hear the smoke alarm go off, as this is what they have learnt through the fire drills that are carried out

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	1

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	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----