

Inspection report for early years provision

Unique reference number	EY267032
Inspection date	08/02/2011
Inspector	Pamela Bailey
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 was registered in 2003. She lives with her husband and four children, two of whom are adults, one is a teenager and one is aged 11 years. They live in the London Borough of Southwark, close to shops, schools, parks and public transport links. The whole of the upper and lower ground floor of the childminder's home is used for childminding. The family has a cat as a pet. The childminder is registered to care for a maximum of two children under eight years at any one time, all of whom may be in the early years age range. She is currently minding one child in this age group. The childminder also provides care for children over 5 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children's welfare, learning and development are adequately promoted. Children are settled and appropriate measures are in place to ensure children play in a safe and secure environment. Most of the required records and procedures are in place. Emerging partnerships with parents/carers and other providers delivering the Early Years Foundation Stage ensure children's individual needs are met. Systems to evaluate practice are generally effective in supporting the childminder to improve standards and make progress based on what has been accomplished so far. There is a sound commitment to continuous improvement with an open acknowledgement and willingness to address identified weaknesses.

What steps need to be taken to improve provision further?

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

- ensure the record of risk assessment includes information on who conducted it, date of review and any action taken following a review or incident (Documentation) 20/02/2011
- provide parents with the complaints procedure and details for contacting Ofsted with an explanation that they can make a complaint to Ofsted should they wish (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 20/02/2011

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

- develop the observation and assessment arrangements to provide a secure basis on which to plan continuously challenging experiences cross all areas of learning as children progress towards the early learning goals
- provide opportunities for parents to be involved in supporting their child's learning, contribute their views and suggestions, and be involved in the decision making about the provision
- create opportunities for children to develop further their independence by involving them in the preparation of food and give them the chance to talk about what they like to eat, whilst reinforcing messages about healthy choices
- support and extend specific areas of children's learning, for example, in relation to providing more experiences to promote their physical development and communication, language and literacy skills.

The effectiveness of leadership and management of the early years provision

The childminder understands her role in safeguarding children and how to implement the procedures if she has a concern about a child in her care. The childminder promotes children's safety effectively and ensures that the environment in which children are cared for is safe. Although the childminder keeps a record of the risk assessment, this does not include all the information as stated in the specific legal requirement. However, this has no impact on the safety and well-being of children. Some suitable arrangements are in place to promote children's health and prevent the spread of infection. The childminder ensures that she maintains a current first aid certificate. This ensures that she can give appropriate care and act in the child's best interest if there is an accident.

Equipment and resources are labelled and easily accessible to children from low level boxes and shelves. The range available is age appropriate and sufficient to meet the needs of the children. Equality and diversity is promoted through the toys, resources and experiences available. These help to develop the children's awareness of diversity. The learning resources are available to all children helping to ensure that they are all included equally.

Levels of engagement with parents/carers and partnerships with other providers delivering the Early Years Foundation Stage are adequate. There is a general exchange of information with parents/carers and teachers regarding children's well-being and development. Feedback from parents includes positive comments in respect of the service provided by the childminder. However, parents do not receive sufficient information about the complaints procedures because the childminder is not familiar with the procedures to be followed if a parent has a concern or complaint. This is a breach of a specific welfare requirement and compromises the welfare of children through insufficient knowledge and information sharing with parents.

The childminder is motivated to improve her childminding practice through ongoing training. The recommendations raised at the last inspection have been

adequately addressed which has resulted in improved outcomes for children's welfare and safety. This demonstrates the childminder's capacity to raise standards and maintain continuous improvements. However, opportunities to actively involve parents in contributing to the decision making about the provision and their own children's learning and development have not been fully explored.

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

Children are provided with sufficient opportunities to help them make steady progress across some areas of learning and development. The planning is flexible responding to the children's interests and ideas, and the routine ensures that older children are supported to complete any school work. The childminder observes the children during play. However, there are no systems in place to identify the learning needs for each child or track their achievements. As a result, the childminder does not have a secure basis on which to plan continuously challenging experiences across all areas of learning as children progress towards the early learning goals.

Children relate well to each other and the childminder. They are polite, well behaved and interested in their play. Children talk openly, expressing their ideas and experiences. However, the childminder does not use appropriate questioning techniques during play or routines in order to extend children's learning. Children explore colour, shape and texture, make patterns and are given opportunities to practise writing during creative activities. However, there are missed opportunities to support and challenge children through asking open-ended questions which stimulate thought or to further enhance their use of mathematical language.

Children are developing their personal independence and good hygiene practices as they take care of their personal needs. Children make choices about the foods they eat and enjoy sandwiches with various filling, fruits and yogurts at snack time. However, opportunities to further develop their independence and understanding of a healthy life style are not fully exploited. For example, children have a choice of juices but are not encouraged to drink water as a healthy alternative. The childminder does not involve older/more able children in the preparation of food or give them the chance to talk about what they like to eat in order to reinforcing messages about healthy choices. Furthermore, there are too few opportunities for children to be involved in outdoor play activities that offer plenty of physical challenge so that children can practice new and develop existing skills.

Children take responsibility for keeping themselves safe. They regularly practise the emergency evacuation procedures which helps them become familiar with the routine in the event of an emergency and learn about road safety whenever possible. Children freely select from a sufficient range of resources and equipment, some of which reflect positive images of different culture, ethnicity, gender and disability. This helps to develop children's understanding of others.

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 (Providing information to parents) 20/02/2011

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 (Providing information to parents) 20/02/2011