

Inspection report for early years provision

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Inspection date	08/02/2011
Inspector	Marcia Robinson
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 2002 and she lives with her husband and their two teenage children in the London borough of Greenwich. The whole of the ground floor of the house is used for childminding including the kitchen, lounge and dining room with first floor access to the bathroom and one bedroom. The family has no pets. The childminder walks to local schools to take and collect children and she attends the local pre-school groups. The childminder is registered to care for a maximum of three children at any one time and of these, two may be in the early years age range. She is currently minding two children in the early years age group. The childminder is a member of the National Childminding Association. She is registered on the Early Years Register and both 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.

Children experience a close relationship with the childminder and they are making sound progress in their learning and development. Consequently, despite there being some weaknesses in the provision, the childminder generally safeguards and promotes children's welfare. There are sound systems in place to promote children's understanding of inclusion and diversity within the childminder's setting. She has established effective working relationships with parents and they are kept informed of the child's day and the activities they have taken part in to support children's emotional wellbeing and to promote consistency of care and learning. The childminder demonstrates a capacity to improve the outcomes for children through further developing the systems for self-evaluation.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the procedures to be followed in the event that an allegation is made against you or a member of the household (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register)
- 24/02/2011

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

- develop further systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education

- and care in more than one setting
- improve experiences and activities so that children learn about diversity and inclusion and learn to value and respect their own and others' languages, religions and cultures
- improve the use of information gathered from records of observation and assessment of children to plan the next steps in learning and involve parents and carers as part of the ongoing process
- further develop the self-evaluation process to help identify ways to improve outcomes for children

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded overall. The childminder has a sound knowledge and understanding of the signs and symptoms of abuse. She demonstrates a sufficient understanding of procedures to follow if she had any concerns about a child; however, she is not fully aware of those procedures to follow if an allegation is made against her or a member of the household. This is a breach of the welfare requirements. All adults within the home have undergone all checks to ensure their suitability, which further safeguards children. Regular risk assessments are carried out and the childminder has created a home environment which is safe and child-friendly. Children learn how to stay safe, for example, as they practise regular fire drills so that they know how to leave the house safely in an emergency. First aid training is kept up-to-date and all required records relating to accidents and children's health are carefully completed and shared with parents.

The childminder manages her time well and makes sound use of routines, accidental opportunities, resources and the local amenities to support children's learning. She treats all children equally and with respect which creates an inclusive environment. Partnerships with parents are well established and the two-way flow of information ensures that children's individual needs are met well. The childminder ensures that information about children's progress and development is shared with parents through access to their individual scrapbooks, discussion and review meetings. Some information about children's learning and interests at home is obtained by the childminder although this system of information sharing is not sufficiently developed to fully benefit children's learning. Links with other settings that children attend are emerging but systems for sharing information to ensure continuity in care and learning are not yet fully established.

The childminder has started to self-evaluate her practice and she is able to discuss clearly her strengths and has highlighted some weaknesses in her practice. The childminder is beginning to reflect on her practice. She is interested in accessing more training to enhance the service she is providing to further improve the outcomes for children. Nonetheless, recommendations made at her previous inspection have been partially met. For example, the childminder was asked to ensure that she provides more opportunities to help children learn about healthy eating and to plan a range of age appropriate activities and play opportunities that reflect diversity and acknowledge cultural differences. This aspect of promoting children's understanding of healthy eating has been met effectively and promotes

a positive impact on the children's learning and understanding. However, the recommendation for the childminder to plan a range of age appropriate activities and play opportunities that reflect diversity and acknowledge cultural differences, has not been fully met, which may have a negative impact on promoting children's understanding of their own and others' cultures and backgrounds.

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

The childminder has a satisfactory understanding of the Early Years Foundation Stage. The variety of toys available, experiences and activities participated in ensure each of the areas of learning is covered. This is complemented with the suitable organisation of the childminder's home, for instance by using the dining table for creative play and the living room for floor based activities. The childminder knows children and their individual interests well and when informally planning activities she takes into account the development of children's needs. In addition to these planned activities, children enjoy choosing their own play, for example, in the home they enjoy using shape-sorters, looking at books independently and playing with bricks. Children benefit from visiting parks where they can see ducks and squirrels and enjoy feeding the ducks with bread. This is complemented by effective use made of the local area giving children good opportunities to learn about their local community. Examples of this are where children go on outings to the local soft play centre and the Ecology park where they learn about insects and nature.

Children have regular opportunities for creative and exploratory play, as they paint, manipulate play dough and when they use a wide variety of art and craft materials to make and create things. This is supported by regular trips to local drop in groups where children benefit from opportunities to mix and socialise with other children and access other activities such as sand and water play. This nurtures their self-expression whilst having fun. They also have good chances to use equipment to promote their information and communication technology skills, such as access to interactive toys. Children's early language skills are fostered when the childminder talks to them as they play, and encourages them to try new words. They enjoy looking at books independently and like to cuddle up for a familiar story or sing along to their favourite songs such as 'Row, row, row your boat'. This is supported by regular visits to the local library where children can look and choose from a selection of books. Children are encouraged in their achievements which promotes their confidence and social skills, helping them to develop skills for the future. There are satisfactory systems in place for observing and documenting children's progress and capabilities, although the system to link children's next steps to the planning is in the formative stage. The systems in place for children to learn about and understand aspects of diversity and inclusion are generally satisfactory. For instance, children engage in some learning about other cultures and religions and they have access to a suitable range of resources and play materials that reflect aspects of diversity, different cultures and disability. However, children's own cultures and backgrounds are not fully promoted or reflected in the activities, experiences or materials available.

Children achieve good outcomes when with the childminder. They enjoy regular opportunities for fresh air, active play and walks, which contributes to their overall good health. They play in a clean, welcoming environment where they learn to follow good hygiene routines and learn how to keep themselves safe. For example, children learn about road safety on outings and have clear boundaries set by the childminder. For example, children understand that they must stay close to the childminder and know they must stop by the kerb before riding their scooters across the road. This is supported by the children who demonstrate that they feel safe. For instance, younger children are initially shy when visitors enter and snuggle in to the childminder for comfort but gradually they start interacting with others. In partnership with parents, children receive meals, snacks and fresh drinking water; that encourages healthy eating. This is complemented by the childminder who regularly talks to the children about the impact of food on their bodies by encouraging children to talk about the foods that are good and bad for them. Their self-help skills are promoted as younger children are given opportunities to feed themselves and older children help prepare the fruit at snack time. The childminder implements good hygiene routines, such as cleaning the changing mat after it has been used and ensuring that children wash their hands before eating, using individual towels. This contributes to the positive promotion of children's well-being. Good policies, strong relationships with parents and relevant training ensure individual children are cared for well should they become ill, reducing the risk of cross-infection. Documentation with regard to health, including specific dietary needs and any relevant individual information is in place and up to date. These are instrumental in safeguarding children's welfare overall.

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	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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:

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 (Safeguarding and welfare) 24/02/2011

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 (Safeguarding and welfare). 24/02/2011