

Inspection report for early years provision

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Inspection date	17/02/2011
Inspector	Mauvene Burke
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 registered in 2007. She lives with her husband and children in the London borough of Wandsworth, close to shops, parks and public transport links. Children have access to the living room and a rest room which is used for sleeping and quiet activities. There is an enclosed garden suitable for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children in the early age range at any one time and is currently minding five children in this age group. At times, the childminder works with an assistant and also offers care to children aged over five years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder gets to know children well and understands their varying stages of development, meeting their differing needs overall. Children generally make good progress in their learning and development and enjoy their time at the setting. Children's welfare and safety is well-promoted in most areas; however, there are a number of requirements relating to children's welfare not currently being met. Effective links with parents and carers enable children's individual care needs, and links are developing with other agencies to help support the children's care and education. The childminder is committed to making ongoing improvements to her provision, reflecting on her practice to identify areas for future development.

What steps need to be taken to improve provision further?

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

- create an effective record of risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 10/03/2011
- conduct a full risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 10/03/2011

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

- extend the use of information gathered from the records of observation and assessment of children to plan the next steps in learning
- make sure the risk assessment covers anything with which a child may come

- into contact
- improve children's access to books so that they can make independent choices, and expand their learning opportunities through increased resources that promote diversity and disability.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good awareness of child protection issues and has well-developed policies and procedures in place to help ensure children's safety and well-being is fostered effectively. Although the childminder does a daily visual risk assessment, this does not currently include all hazards that children come into contact with, such as the glass mirror in the rest room. In addition, risk assessments are not carried out for each new outing that she embarks upon. This demonstrates the childminder has not met all the requirements that could impact on children's welfare. There are effective health and hygiene routines in place to prevent the spread of infection; children are constantly encouraged to wash their hands before eating and have paper towels to wipe their hands. Children are reminded about covering their mouths and noses when they sneeze to prevent spreading germs, which helps promote healthy lifestyles. Children are learning to keep themselves safe through gentle reminders of how to behave and stay safe and regular practise of the fire drill ensures their awareness of emergency procedures. Taken overall; children are safeguarded well.

The premises are made very welcoming to children, with a wealth of displays of their own art work, photographs and various colourful posters to aid learning. Toys and most resources are deployed well to provide free choice and encourage children's independence to support their self-confidence and learning. There is a limited amount of resources depicting positive images of diversity which would help children to understand and respect cultural and religious differences. The childminder ensures that children's first language is valued through learning familiar words. The process for evaluating the quality of the provision is underway and the childminder shows a clear commitment to ongoing improvement through the realistic view she has of the service she offers. Recommendations made at her last inspection have all been successfully met, including improving her interaction with the children, recording children's hours of attendance and obtaining parental permission for seeking emergency treatment or advice. This demonstrates the childminder's commitment to maintain continuous improvement.

The childminder has a good relationship with parents, which benefits children. Information is passed onto parents through verbal discussions and the use of a communication book. This ensures that parents are aware of the activities that all the children have been involved in. The childminder is aware of children's individual needs from discussion with parents prior to the children starting. Links are developing with the local nursery that the children attend which helps the childminder plan for their needs and ensure the time they spend with her complements their day. The childminder demonstrates an understanding of the importance of working in partnership with outside agencies in order to promote

well-being for any children attending.

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

Children are welcomed into a homely environment where they feel at ease in their surroundings. They settle quickly and enjoy their time at the childminder's house as they have the opportunity to move around and initiate their own play, both indoors and outside. The childminder has embraced the Early Years Foundation Stage framework, and is in the process of developing the planning, observations and assessments of children's attainment, having tried numerous formats to find one which does not overly detract from the high level of interaction she undertakes with the children. However, the observations currently being made do not adequately link in with children's next steps in their learning.

Children are developing skills for the future as they become independent learners and discover how to share and take turns. The childminder continually interacts with the children, engaging them in conversation and promoting their language and communication skills well. For instance, children are shown different insects and told the names of each of them. Children often repeat these words, such as ladybird and make a ladybird with dough, saying 'ladybird ladybird' as they pretend to help it fly around the room. The childminder also teaches children words and numbers in Arabic to enable their understanding of other cultures. Children make choices about their learning, as they access equipment which is mostly stored on low level shelves.

Children are learning to count and understand numbers successfully through a range of practical experiences relating to their ages and starting points. They show an interest in books and reading when these are presented to them. However, they are currently unable to make a much more independent choice about the books they choose as these are stored on a higher shelf behind a table; this makes accessing them difficult. The childminder also uses the local toy library to enhance her provision of resources and equipment to the children, but they do not get the full benefit of these resources as some items are not easily accessible.

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	2

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	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	2
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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:	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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