

Inspection report for early years provision

Unique reference number	EY239617
Inspection date	18/02/2011
Inspector	Angela Ramsey

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.

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Description of the childminding

The childminder has been registered since September 2003. She lives with her fourteen year old child in a two bedroom flat in the London borough of Wandsworth.

The living room and main bedroom are used for childminding. Children are supervised when using the bathroom facilities. The childminder's home is within walking distance of shops, schools, a park, a library and transport links.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of three children under eight years at any one time; of these, one may be aged under one year. She is currently minding two children in the early years age range. She is also registered to provide overnight care for one child aged two to eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming environment in which children development is promoted. Activities are provided which captures children's interests. Trusting relationships with parents have been formed. Although the childminder is aware that improvements to her service are important she has not implemented a system to monitor and evaluate her practice.

What steps need to be taken to improve provision further?

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

- introduce a rigorous system to monitor and evaluate the quality of the provision and ensure that any weaknesses that are identified are promptly acted on to improve outcomes for children

The effectiveness of leadership and management of the early years provision

Effective safeguarding policies and procedures ensure children are protected at all times, for example, the childminder has a good knowledge and understanding of her role in protecting children. She is aware of the possible signs of abuse. She is aware of the importance of recording her concerns and she has the details of whom to contact if a referral needs to be made. Risk assessments to identify potential risks to her home and outings are conducted. Regular fire drills are also practised with the children and the details recorded.

The childminder demonstrates a genuine enjoyment for her work. Positive partnerships with parents have been established. The childminder keeps parents informed of their children's learning and development through regular conversations. Parents are also provided with copies of her policies and procedures, which support the service provided.

Through discussions with parents the childminder actively promotes equality and diversity. She works closely with parents and she becomes familiar with each child's individual needs, such as likes and dislikes with regards to food and sleep routines. She has also cared for children with additional needs such as cerebral palsy and has experience of liaising with other childcare professionals such as speech and language therapists. Resources that increase children's understanding of the wider world are provided. Such as books that depict people of different cultures, puzzles and small world figures are available.

Since her last inspection the childminder has updated her knowledge of childcare practices through attending training in subjects such as safeguarding. On the other hand she has not introduced a rigorous system to monitor and evaluate the quality of the provision and ensure that any weaknesses that are identified are promptly acted on to improve outcomes for children.

Parents are also kept informed of their child's development. Systems to observe and assess children's progress are in place; these identify learning priorities and plan relevant and motivating learning experiences for each child. The children in her care do not currently attend any other settings. Nevertheless the childminder is aware of the need to establish working relationships through the sharing of relevant information with other practitioners who use the Early Years Foundation Stage framework to ensure continuity and coherence.

Resources are good, fit for purpose and support children's learning and development. They are well deployed in units and accessible in containers, enabling children to make choices about what they want to play with.

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

Children are happy, secure and settled in the childminder's care. She has created a comfortable, welcoming and child-centred environment where children are able to enjoy the activities on offer. Through observation it is apparent that the children in her care enjoy their time with her. Resources are easily accessible and the childminder provides a wide range of experiences and learning opportunities which stimulate and challenge children's knowledge and understanding. The walls in her living room are decorated with alphabet and number posters and drawings and paintings created by the children.

Children participate in outings to local childminding groups, one o'clock clubs and parks. The childminder has implemented a system to monitor children's

development and progress. Using the Early Years Foundation Stage framework she plans for children's next steps in learning. This information is shared with parents and is further supported with photographs of the children engaging in activities.

Children develop their independence as they choose the toys they wish to play with. They develop their social skills as they interact, share and engage with each other as they play. They develop creativity as they paint and play musical instruments such as the toys piano. Opportunities for children to run and ride tricycles and push - push along toys are also provided during trips to the park and under five groups. Children enjoy investigating interactive and programmable toys which have buttons to press and make sounds. Books are another firm favourite and children enjoy looking at books independently and with the childminder.

Children's good health and well-being are supported and positive steps are taken to prevent the spread of infection. The childminder's home is clean and the children are taught the importance of hand washing. The childminder has devised menus which include healthy and nutritious meals and snacks, such as homemade soup.

Children's welfare is safeguarded because the childminder has up-to-date knowledge of first aid. She has a written procedure in place in the event of a child becoming ill and obtains written consent to administer medicines to children. Records are also kept of any medicines administered. Parental permission to seek emergency advice or treatment has also been obtained.

Children's behaviour is appropriately supported. If required, the techniques used are suitable for the age and stage of children's development, for example, rewarding positive behaviour with stickers and explaining to children in language they understand why the behaviour is not acceptable. The childminder explains the importance of being kind, sharing and the difference between right and wrong.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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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