

Inspection report for early years provision

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Inspection date	02/03/2011
Inspector	Rebecca Hurst
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 1994. She lives with her husband and two daughters aged 21 and 19 years in Upper Norwood, in the London borough of Lambeth. The whole of the childminder's maisonette is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder may care for no more than five children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. She is currently caring for eight children from one year to seven years of age. The childminder 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 good.

Children are happy, settled and thriving because the childminder creates a very safe and secure environment, where children are valued and supported to make the most of their abilities. The childminder helps the children to feel comfortable while they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. The childminder has started to evaluate the activities and experiences that are on offer to the children, and she seeks to improve their learning opportunities through this. The childminder has a good capacity to maintain continuous improvement because she seeks to improve her knowledge and understanding of children's early years through further training opportunities. There are missed opportunities to further enhance the children's learning through the next steps of learning and through the self-evaluation process.

What steps need to be taken to improve provision further?

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

- develop systems to identify the setting's strengths and weaknesses and to work with the parents to provide positive outcomes for all children
- enhance the information that is recorded in the next steps of learning in the children's written observations
- carry out regular fire drills and record the details in a fire log of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and how to safeguard the children in her care. The childminder has a fire evacuation plan in place and talks to the children about what to do. However, there are missed opportunities to fully enhance the children's safety and learning with regard to fire drills as they are currently not undertaken. All adults in the household have Criminal Records Bureau checks in place which ensures that people in the household are suitable to care for the children, as the childminder's assistants.

The children have access to a good range of resources which enhances their learning experiences within the home. The childminder teaches the children about a good range of festivals and celebrations from around the world and takes into account the children's backgrounds and those of her own family to teach the children. Children are taught about diversity at a level they are able to understand. They have access to resources that promote diversity and equal opportunities and the childminder ensures that children have access to resources that are non stereotypical for their gender.

The childminder ensures that all children are taught the importance of sharing. Children have house rules to follow and these are shared with all of the children. The childminder talks to the children at a level they can fully understand. This ensures all children are aware of the expectations of their behaviour while in the care of the childminder. Consequently, all children are well behaved given their ages and stages of development.

The childminder works well with the parents and other settings which the children attend. This ensures there is continuity of care for the children. The childminder's self-evaluation process is currently in its infancy with regards to working with the parents. The childminder is able to highlight her key strengths and the areas in which she would like to improve. However, there are missed opportunities to further enhance the process by consulting the parents and the children in her care.

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

Children happily explore and experiment, using a good range of different materials and resources in a safe, supportive and caring environment, helping them to confidently practise and acquire new skills. The childminder works with the children's interests in planning new and exciting activities for them to progress with their development. Children show they feel safe through confident and independent learning, making choices, helping themselves to toys and readily approaching the childminder should they need help or a cuddle.

The childminder makes good use of written observations and photographic evidence to show how well the children are progressing with their development.

The childminder records the children's starting points when they first start which allows for her to use this as a basis in which to plan activities to aid their learning. There are missed opportunities to further enhance the children's learning due to the amount of information that is recorded for the next steps of learning. The childminder is skilled in using open-ended questions to enhance the children's learning.

The children thrive as they have freshly prepared meals with plenty of fresh fruit and vegetables. The childminder works well with the parents to ensure the children's dietary requirements are fully met with the meals being provided. Children have access to their own beakers of drink throughout the session. As a result, they are able to stay hydrated. Children are thoroughly protected from cross-contamination and infection due to the excellent hygiene procedures that are in place. This greatly promotes their health and welfare.

Children enjoy playing with cars and the childminder asks the children questions about the colours they have and the amount of cars. Children experiment with different forms of medium in mark making which enhances their learning. Children enjoy experimenting with etch a sketchers in drawing different items which the childminder gets the children to talk about. This enhances the children's language skills and how they use mark-making materials.

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	2
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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