

Inspection report for early years provision

Unique reference number	EY311442
Inspection date	09/03/2011
Inspector	Mauvene Burke
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2005. She lives with her children aged seven and four years in the London Borough of Wandsworth, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding and children have access to the bedrooms upstairs. She has a pet cat. The childminder is registered to care for a maximum of three children under eight years at any one time. She is currently minding two children in the early years age group. The 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 the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and well-cared for in the childminder's welcoming setting. They are making sound progress in their learning and development and are respected and valued as individuals. Positive partnerships are developed with parents and carers. Policies and procedures are in place but not all are implemented effectively in order to support children's welfare, health and safety. The childminder endeavours to improve her working practice, although the systems for evaluating the quality of the provision are not currently sufficiently effective. Future plans are limited but are likely to bring about some improvement to the provision.

What steps need to be taken to improve provision further?

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

- improve the risk assessment to include information on the date of review and any action taken following a review or incident; (Documentation) (also applies to the compulsory part of the Childcare Register) 30/03/2011
- carry out a full risk assessment for all outings (Safeguarding and promoting children's welfare) 30/03/2011
- keep a written record of all medicines administered to children, obtain prior written permission for each and every medicine from parents before any medication is given and ensure parents are informed of any first aid treatment given to children following an injury (Promoting good health) (also applies to the compulsory part of the Childcare Register) 30/03/2011

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

- develop an up-to-date understanding of safeguarding children and be able to implement the safeguarding children policy and procedures appropriately
- improve the observation and assessment records of children to identify their achievements clearly and plan next steps in learning effectively
- improve the system to evaluate and assess what the setting offers and encourage a culture of reflective practice
- carry out regular evacuation drills and record the details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has an acceptable understanding of the signs and symptoms that may indicate child abuse but is less secure in her understanding of the Local Safeguarding Children Board procedures which she would have to follow with regards to reporting any concerns. This will have minimal impact on the welfare of the children. She has recently started to keep a record of her risk assessment that she carries out on her home, but these are not completely in line with the requirements of the Early Years Foundation Stage (EYFS), in that they are not regularly reviewed. Similarly, whilst she follows good outing procedures, she does not always carry out a risk assessment before embarking on each new outing. The failure to meet these requirements has minimal impact on the children. All the required policies and procedures are in place but not all are effectively being implemented. For example, the childminder does not always ensure that a parents signature is obtained when she administers medication to children and although there are clear evacuation plans in place, she does not conduct fire drills. In addition to this, although all accidents are accurately recorded, the requirement to inform parents of what action was taken following an injury is not being adhered to. These are requirements but, because her practice is sound, they have minimal impact on children's health, safety and welfare.

The childminder's home is appropriately organised providing children with opportunities to feel welcomed and at ease in her care. Children have easy access to resources and move safely and confidently around the home. Children are learning about the importance of looking after their environment, as the childminder has introduced children to the concept of recycling and not wasting food. Consequently, children are seen placing empty cartons into the recycling bag and making every attempt to finish their meals. The daily routine meets children's needs exceptionally well and promotes their welfare with regard to their ages, stages of development and their individual interests. Children are well-supported by the childminder as they make sound progress in their learning and development. They develop their knowledge and understanding of the wider world through an appropriate range of activities and resources that promote diversity and anti-discriminatory practice.

The childminder does not yet have an effective system in place with which to evaluate her working practice, but she has accurately identified some areas for

improvement, these pertain mainly to her documentation and implementation of her policies. She has a clear vision for the future in that she would like to develop her garden by installing a play house so that there is a good balance of good meaningful outdoor play. Most recommendations raised at the previous inspection have been met successfully. For example, she now has a safety gate fitted at the bottom of her stairs, placed a fire blanket in her kitchen and made sure that smoke alarms in the premises are in working order, which has a positive impact on children safety within the home.

The childminder builds positive relationships with parents and carers by ensuring that a positive exchange of information takes place in order to meet the individual needs of the children. She takes pictures and makes video clips of the children during the day and sends these to their parents or carers phones. Parents who have used the childminder in the past describe her as 'professional and flexible', 'highly effective and reliable' and 'enthusiastic and friendly'. She is developing relationships with other professionals who are also delivering the Early Years Foundation Stage to the children in her care to ensure that their learning is consistent and complements what she is offering.

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

It is evident from the way that the children behave in this homely environment that they are happy, comfortable and confident in these familiar surroundings. The childminder is extremely responsive to their needs. She creates a stimulating and child-centred environment and children play happily with self-selected toys. The childminder spends the majority of her time engaging and playing with them. Although the planning is flexible and responds to the children's interests, the information gained through her assessment is not being fully explored to identify children's achievements and next steps in learning. It is clear from the way children play, that they are making good progress in their learning. For example, because the childminder is skilled in her questioning techniques, children respond enthusiastically in their response and in turn ask questions of the childminder, this extends their language for thinking. Children are eager to learn and show good levels of concentration as they play with the dolls house. They have developed loving relationships with the childminder and are heard telling the childminder how much they love her because she is 'nice' and then flinging their arms around her neck for a cuddle. Children select the memory game and before they play the childminder asks them in advance how they think they will accomplish the task of finding a matching pair. Children explain as best they can how they will go about finding a matching pair, the childminder is always on hand to guide and support them through the game. When they do, they scream out in delight, waving their pair in the air. Children show how they are developing their skills with information technology as they access the music game on the childminder's I-phone. Their communication and language skills are developing well. They have long meaningful conversations with the childminder and often recall things that they did in the past.

Children enjoy their lunches in a relaxed atmosphere, and drinks are readily

accessible. The children regularly tell the childminder how much they are enjoying their meal, which are always freshly cooked by the childminder. They are well behaved, happy and enjoy the company of the childminder who uses an encouraging and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity. Children in this setting are developing a strong a sense of security and are thriving within a loving and nurturing environment.

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
--	---

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	2
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	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 (Premises, environment & equipment) 30/03/2011

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 (Records to be kept) 30/03/2011