

Inspection report for early years provision

Unique reference number	EY358735
Inspection date	23/03/2011
Inspector	Pamela Bailey
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 was registered in 2007. She lives with her husband and two children aged two and five years in the London Borough of Southwark, close to shops, schools, parks and public transport links. The whole of the childminder's home is used for childminding.

The childminder is registered to care for two children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. This provision is registered by Ofsted on the Early Years register and also on the compulsory and voluntary parts of the Childcare Register.

The childminder regularly collects children from school and takes them to the local parks and library.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes many aspects of children's welfare, learning and development with success. Children's individuality is recognised and nurtured by the childminder who has a secure knowledge of their individual needs, interests and abilities. Children are safe and secure and enjoy their learning. Overall, good relationships with parents/cares and emerging partnerships with other providers ensure that the individual needs of children are met. Regular self-evaluation ensures that priorities for future development are identified and acted on. The childminder's commitment to ongoing training provides a sound basis for her capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve further the assessment arrangements to provide a clearer link with the expectations of the early learning goals and a secure basis on which to plan the next steps of children's learning
- improve the range of resources and activities to promote positive attitudes towards diversity and where necessary help children to value aspects of their own and other peoples lives
- provide opportunities for parents to be involved in supporting their children's learning and develop further partnerships with other providers delivering the Early Years Foundation Stage for children attending other settings.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge of child protection issues and the safeguarding children procedures. She has a good understanding of the signs and symptoms of abuse and knows what action to take if she has a concern about a child in her care. This ensures that she can quickly recognise when a child is in danger and can act in the child's best interest. The childminder has taken positive steps to eliminate risks and hazards to children. She carries out risk assessments both inside her home and for outings. The childminder provides a welcoming environment where children's health is actively promoted.

The childminder is motivated to improve her childminding practice. Effective steps have been taken to evaluate the provision for children's welfare, learning and development, and used to secure continuous improvements. The childminder has recently achieved a professional childcare qualification and has attended a range of further development courses. She makes best use of the local community resources and amenities. For example, she visits the local parks and library to extend children's learning and development. The recommendation raised at the last inspection has been fully addressed, which has resulted in improved outcomes for children's safety.

Relationships with parents are well established in most areas. The childminder seeks the views of parents about her provision regarding communication methods, activities, trips, routines, meals and methods for behaviour management through the use of parent questionnaires. Parents comment positively on the service provided. Parents are kept informed about their children's care and learning through discussions, daily diaries and review meetings about their children's progress and achievements. However, systems are not yet in place to involve parents in supporting their children's learning.

The childminder strives to provide an inclusive service. Although there are no children currently attending the setting who speak English as an additional language, the childminder speaks fluent Czech and Albanian. She also understands and knows some basic words in European and Slavic languages such as, German, Russian and Polish. The childminder has developed professional relationships with the Local Authority which enables her to seek appropriate support for any children who have learning difficulties and/or disabilities, although none currently attend. Emerging partnerships with other providers delivering the Early Years Foundation Stage promotes children's well-being; however, the childminder has not extended this to ensure that information is shared to fully support children's learning and development.

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

Children have developed a warm and trusting relationship with the childminder who is responsive to their individual needs. They freely explore the environment making choices and instigating play. The childminder demonstrates a positive attitude towards learning through play and routines. She uses lots of praise and encouragement to build children's confidence and self-esteem, and uses open ended questioning to support children's language development. Information gained from parents about the children's starting points and the childminder's observations of children's achievements is used to support children as individuals. However, assessments are not sufficiently matched to the expectations of the early learning goals. As a result, this does not provide a secure basis on which to plan children's next steps in learning or monitor their progress towards the early learning goals.

Children are interested in activities that encourage their mathematical development. This includes number rhymes and picture counting books and games that help to develop their understanding of calculation, sorting, colours and problem solving. Their creative and imaginative development is encouraged through activities such as, role-play and singing. The childminder provides opportunities for mark making during creative activities and children label their own work. They select books and recall familiar stories. Children develop an understanding of the wider world through celebrations of different cultural festivals and use maps and atlases to identify different countries. However, have limited access to resources inside the childminder's home that reflect positive images of different culture, gender or disability.

Children are provided with a well-balanced and nutritious selection of snacks such as sandwiches, salad vegetables and a variety of fresh fruits in good supply. Fresh drinking water is readily available and the childminder often reminds children to have a drink especially in warm weather. Children have a good understanding of good hygiene practices and understand why they need to wash their hands through well implemented routines. For example, washing their hands on entering the premises and before eating. Children play outside and extend their physical skills on a daily basis. Outings to the local parks and routine walks from school, means that children get plenty of exercise and fresh air. Children's safety needs are well met. They learn about road safety through activities and how to use pedestrian crossings when out and about in the community. Indoors children move around freely and learn how to keep themselves safe. They become familiar with the routine in the event of an emergency as they regularly practice the emergency evacuation procedures.

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	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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