

Inspection report for early years provision

Unique reference number	122866
Inspection date	31/05/2011
Inspector	Justine George

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 was registered in 1990. She lives with her husband in a maisonette in a large converted Victorian house situated in the London Borough of Wandsworth. Only the ground floor of the property is used for childminding; the basement and garden are not registered to be used by minded children. The house is within walking distance of a railway station and local bus routes. There are schools and local amenities close by.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children under the age of eight years at any one time, no more than three of whom may be in the early year's age range, one of whom may be under one year at any one time. At present, she currently cares for five children in the early years age group who attend various sessions throughout the week.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is very warm and caring and she has developed positive relationships with minded children and families. Children enjoy the childminder's interaction in play and make the most of the community's facilities. Children are safe and secure in the home and they make some progress in their learning and development. Most of the required documentation is in place, although some of the required records are not available, which are in breach of welfare requirements. The childminder has taken some steps to evaluate her practice; as a result, some ideas are emerging to further improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure a written record of all complaints is made and includes action which was taken as a result of each complaint (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 29/07/2011
- ensure documentation is organised effectively and available on request, for example parents written consent for the seeking of emergency medical advice or treatment and to take children on outings (Documentation) 29/07/2011

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

- develop observation and planning methods to identify where children are at in their stage of development and to plan the next steps in their development so opportunities meet and stimulate their interests
- increase the range of toys in the home to ensure that children are stimulated and challenged and so they can be used in a variety of ways, or to support specific skills and interests
- develop further the self-evaluation systems to ensure strategies are implemented and its impact is monitored to highlight the benefits and how it impacts on children's achievement

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is of paramount importance. All adults in the home have had or are in the process of having the required checks carried out to ensure their suitability. The childminder is fully informed of those who care for children and there are good systems in place to protect children from unfamiliar adults. The childminder complies with her conditions of registration whereby adult: child ratios are maintained. Most of the required documentation is in place, although this is not well organised and some is not available for inspection. For example, written parental consent for the seeking of emergency medical treatment and advice is not available for all children, which is a breach of welfare requirements. In addition, written consent for the childminder to take children on outings is also not in place consistently. The childminder ensures both the immediate and local environment is safe for children through risk assessments to identify and eliminate any hazards. In the event of any accidents, children are protected as the childminder has kept her first aid training up-to-date, and the required documentation is in place and shared with parents. The childminder has good knowledge of child protection safeguarding issues and the referral procedures to follow. She has also devised a written policy which provides a good reference tool to refer to. As a result, vulnerable children are well protected.

Equality and diversity is suitably promoted in the setting as children's needs are met. This is because the childminder liaises with parents to ensure she is well informed of children's individual health and general needs. In the event of any concerns, she promptly discusses issues with parents. This enables her to develop strategies or to share knowledge of other professionals who can offer additional support. The latter is also followed up to ensure continuity and consistency of care. As a result, the childminder recognises the importance of working with all those involved in the care of children. The childminder has devised a range of written policies and procedures that are shared with parents. As a result, parents are well informed of the childminder's responsibilities in caring for children. However, the record of complaints and the outcome is not in place, as required. The childminder regularly communicates with parents on a daily basis to ensure they are fully informed of their child's general wellbeing. Parents praise the childminder's 'habitually cheerful' nature and feel that children are warmly cared for in a loving

home where good manners are regarded.

The childminder is keen to maintain and drive improvement. She has addressed past recommendations of practising fire evacuation procedures with children and she has provided parents with Ofsted's contact details. She keeps her knowledge up-to-date through reading childcare related materials and she has attended some training, for example a first aid course. She also evaluates her practice and identifies strengths and areas for improvement. Some strategies have been identified to further improve the outcomes for children, for example by increasing the range of resources to extend children's interests further, although this has not yet been implemented.

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

Children feel safe and make a positive contribution as they have many opportunities to develop their social relationships. They make good use of local facilities, including various groups and play areas. As a result, children develop a sense of belonging within the community and explore the diverse society in which we live. Children have resources that depict positive images of ethnicity, for example through use of dolls, books and by celebration of different festivals throughout the year. The childminder supports children in developing respectful attitudes towards others as she acts as a good role model for children to copy, and she often praises children's efforts and contributions. Children use their good manners of 'please' and 'thank-you' with minimal reminders, and they are learning fairness by sharing and taking turns. Children are supported in learning how to keep safe as the childminder talks with them to develop their understanding. For example, when crossing roads, the childminder talks with children about crossing safely by finding an appropriate place to cross, and waiting for the 'green man'.

Children's health is well fostered. They have regular drinks throughout the day and meals and snacks are healthy and nutritious. The childminder cooks food from fresh and meals includes traditional African dishes for children to try. The childminder accommodates children's dietary needs when alternatives are requested. Children have regular opportunities for fresh air and exercise, using local parks and groups. Children are also well rested when they sleep in a travel cot. The home is clean and hygienic and children learn good hygiene routines, washing hands after going to the toilet or after messy play. Children also wash their hands before eating. The childminder is aware of her responsibilities of minimising the spread of infection whereby children are excluded if unwell.

Children make some progress in their learning and development. The childminder identifies what children are able to do and records this, although such observation is not available for inspection. The childminder informally plans a range of experiences for children, although children's interests are not fully explored. In addition, the childminder is not able to fully identify where children are at in their stage of development, although her knowledge of child development ensures that any areas of concern are observed and shared with parents. Children have a small

range of toys and the childminder recognises that this is an area for development, in which plans are in place to join a toy library. Children benefit from using local groups and experience a range of activities, showing a strong exploratory impulse. In the home, children have some push button toys which trigger different actions of lights or sounds. Children also enjoy listening to stories, aiding their communication, suitably developing skills for the future.

In the setting, children enjoy painting, exploring colour and developing their fine motor skills and eye to hand co-ordination, which is necessary for later writing. Children very much enjoy singing songs and join in with actions, and screech with delight when the childminder chases them. Children also enjoy playing with play dough where they make a fish and use the pots to cut out shapes, pretending to make different foods. Children engage well with each other sharing ideas, for example, playing with the tea set pretending to make tea, and using items to represent different things, for example a spoon with a cup on top to make a lollipop. As a result, children act out real life experiences they have observed, developing their knowledge and understanding of the world.

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	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	3
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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	3
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	3

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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 (Procedures for dealing with complaints) 29/07/2011

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 (Procedures for dealing with complaints) 29/07/2011