

Inspection report for early years provision

| | |
|--------------------------------|----------------|
| Unique reference number | EY308409 |
| Inspection date | 04/10/2011 |
| Inspector | Janet Williams |

| | |
|------------------------|-------------|
| 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 teenager in Battersea in the London Borough of Wandsworth. She lives in a 14th floor flat which is accessible by lift. There is no garden but children are regularly taken to the local parks and the riverfront walk. The whole flat is used for childminding.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children at any one time, of whom two may be in the early years age range. She is currently minding three children in the early years age range on a part-time basis. She is also registered to care for one child overnight. She supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a satisfactory learning environment where an appropriate range of resources are provided. However, these are not regularly changed to challenge and stimulate children. Children make sound progress in most areas of their learning although their communication skills are not fully supported and they are not learning about good hygiene practice. The childminder has an appropriate understanding of children's learning and development although she is not fully aware of the Early Years Foundation Stage curriculum and the six areas of learning. The childminder's good relationship with parents and other professionals within the community helps her to offer inclusive care that meets children's individual needs. Her self-evaluation provides an understanding of positive strengths and highlights some of the areas for improvement. She shows an appropriate commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- support children's development, learning and care, with particular regard to developing your understanding of the Early Years Foundation Stage curriculum and the six areas of learning
- talk to children and engage them as partners in conversation in order to develop their language for communication
- develop opportunities for children to learn that good practice with regard to hygiene can contribute to good health, with particular regard to washing their hands before eating.
- provide a rich and varied environment that supports children's learning and development, with particular regard to ensuring that resources are changed

frequently to challenge and stimulate children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of issues surrounding safeguarding and protecting children. She has completed a safeguarding and protecting training course which enables her to successfully assess risks and protect children. She ensures that regular effective risk assessments are carried out which helps to ensure that all areas of her home are safe and secure.

The childminder demonstrates some knowledge of children's learning and development and the Early Years Foundation Stage curriculum. However, she is not fully aware of the six areas of learning. This affects her ability to support children's learning across all areas. The environment has an appropriate range of resources and equipment which are stored at children's level. However, there are limited opportunities for children to explore and be challenged in their play. For example, limited toys are displayed to create a motivating, stimulating and supportive environment and resources are not regularly changed. The childminder has appropriate systems for observation, assessment and planning which help her to plan satisfactorily for individual children's learning needs.

The childminder has established good partnerships with parents which contribute considerably to children's well-being and education. Prior to children starting parents are asked to complete an 'All about me' form. This helps the childminder to establish each child's starting point. She completes a daily contact book which gives parents information about their child and their daily activities, food intake and sleep patterns. Questionnaires completed by parents indicate how their relationship with the childminder is friendly, supportive and always welcoming. The childminder has a valuable knowledge and experience of multi-agency working and has effective links with other agencies. For example, she makes good use of the local childminder's group and Children Centres. As a result children develop skills for the future. For example, they develop social skills through meeting other children and people. The childminder provides good opportunities for children to learn about other races, religions and cultures and to raise their awareness of disability. Children recently celebrated black history month, dressed up in various national costumes and learnt about the African culture.

The childminder takes positive steps to include all children in activities. Her good relationship with parents and other professionals within the community helps her to meet children's individual needs successfully. The childminder's self-evaluation shows that she understands her strengths and it highlights some of the areas for improvement. She is committed to improving outcomes for children. For example, she wishes to develop her understanding of children's learning and development.

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

Children take part in an appropriate range of indoor and outdoor activities. This enables them to make appropriate progress in most areas of their learning. Although resources and play materials are easily accessible, they are not always frequently changed to create a stimulating and challenging environment.

Children are happy and settled. They have developed a good relationship with the childminder but are also happy to play alone. They are encouraged to share and socialise with each other and display good behaviour. They enjoy listening to nursery rhymes and sing and move to the rhythm. Children's understanding of space, shape and measure is developing appropriately. They recognise simple shapes, complete puzzles and build towers with construction bricks. Although the childminder encourages the children to count when going up and down the stairs, during children's play she speaks very little to them. Therefore, their language skills are not being fully encouraged. Children are gaining an increasing understanding of the local and wider environment. They frequently go on outings to the local children's groups and parks. Their time outdoors allows them to have plenty of fresh air which contributes to their healthy lifestyle.

Children have healthy meals. The childminder has good menus in place and provides nutritious snacks, such as a range of different fruit. This helps children to make healthy choices. Fresh drinking water is readily available. Parents can also provide their children's own meals. The childminder takes positive steps to prevent cross infection, for example by ensuring that she washes her hands after nappy changing. However, she does not encourage children to wash their hands before lunch. This means that they are not learning about self care and good hygiene practice. Children have the opportunity to learn how to keep themselves safe through taking part in regular fire drills.

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 | 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 | 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 | 3 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 3 |

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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met