

Inspection report for early years provision

Unique reference number	107249
Inspection date	03/02/2011
Inspector	Mauvene Burke
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 has been registered since 1996. She lives with her husband, and two teenage children in the Elephant and Castle area in the London borough of Southwark. There are shops, schools and a library within walking distance. The whole of the ground floor is used for childminding, including toilet facilities.

The childminder is registered to care for a maximum of four children under eight years of age at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group, all attend on a part time basis. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register as well as the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good care and attention is given to each individual child by this enthusiastic and professional childminder, who has a very secure knowledge of their family backgrounds, interests and abilities. Each child's unique character is nurtured and valued, developing their self-esteem and a strong identity of self. Her implementation of the Early Years Foundation Stage meets children's individual needs and promote their learning and development. Partnerships with parents and carers are very positive, the sharing of information enables the childminder to plan and deliver a range of activities and experiences which encourages children to participate in at their own level. The system for reflecting on the effectiveness of the provision is being developed and the childminder has a realistic view of the key strengths and areas for improvement within her service.

What steps need to be taken to improve provision further?

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 17/02/2011
- improve the risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation) (also applies to the compulsory part of the Childcare Register) 17/02/2011

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

- ensure that the safeguarding children policy is in line with the Local Safeguarding Children Board (LSCB) guidance and procedure and share this with parents
- improve the use of observation and assessment information gathered to identify children's achievements and next steps in individual learning

The effectiveness of leadership and management of the early years provision

The childminder exerts gusto and total commitment in a tireless way as she goes about her daily role in her setting. She takes a highly professional stance as she focuses on helping all children in her care make good progress in their learning and development and promotes their welfare well. Although her safeguarding policy is currently not in line with that of the Local Safeguarding Children Board (LSCB), she demonstrates a secure understanding of her role and duty to protect children in her care. Policies and procedures are in place and most are shared with parents. She carries out daily risk assessments on her home, but these are not being reviewed. Likewise, good procedures are implemented when she takes children out, such as risk assessing her car, ensuring that children's emergency contact details are taken out with her and that children have high visibility jackets with her telephone number on the back. Nonetheless, she does not carry out risk assessments before embarking on every new outing. This is a specific legal requirement of the Early Years Foundation Stage (EYFS).

Resources available to the children are certainly fit for purpose and the environment is designed to make an ultimate impact for children, thus making it conducive to their learning. All the equipment is stored in clear containers which are clearly labelled in writing for older children and with pictures for younger children. Books are easily accessible to all the children, books for younger children are stored on the lower shelves whilst fact and fiction books are stored on slightly higher shelves for the older children. Children are learning to take care of their environment as they remember to switch off the light in the bathroom to conserve energy and put empty boxes into the recycling box.

There is an excellent relationship with parents and carers, who are fully involved in all aspects of the care and education that their children receive from the childminder. She values the information they share with her about their child as they know their own children best and this aids the process of building a mutual sense of trust. As a result, the childminder is able to meet the individual needs of the children well. She ensures that their religious and cultural needs are recognised and respected and helps all children in her care understand about cultures and experiences that are different from their own. There are numerous thank-you cards and letters from past and present parents and carers whom it is evident, appreciate what the childminder offers. Some of the comments made by parents include 'my son has developed a sense of security because he feels safe with the childminder and her family' and another states 'we are extremely happy with you, you provide a safe and stimulating environment, you are a very important person in our child's life and we are very lucky to have you'. Children's comments include

things like 'she never gets cross with us'. Regular communication takes place between other providers and partners involved in the lives of the children. For example, she works closely with the teachers of those children in nursery school places and other professionals such as speech therapists. This helps to promote children's achievements and well-being.

The childminder's self-evaluation of her setting takes into account the views of children. For example, children are regularly asked to look around the room and make suggestions as to how they think the room should be organised. These views are taken into consideration and toys and furniture are often moved around. The childminder has identified many of her strengths and things she wishes to improve, for example the written observations and planning. She is confident and clear in her vision as to how she wants to move her provision forward in the future and has made good improvements since her last inspection

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

Children benefit from the enthusiastic and caring approach offered by the childminder in nurturing and guiding their development. They are happy and very settled in her well-organised home and are able to access a wide range of good quality resources as they make decisions about their activity. The childminder is very hands-on, often directing play but then allowing children to make decisions as to how they want to extend their play. She knows what the children's interests are and so ensures that activities are pitched with this in mind. The childminder has embraced the Early Years Foundation Stage framework, and is developing the planning, observations and assessments. Observations are not currently linked to the areas of learning and next steps are not being identified, so there may be gaps in their learning. Nonetheless, the childminder provides activities that meet all the six areas of learning. Activities are effectively extended to help children understand the world. Children have been taken to the doctors and health clinics to gain first-hand experience. Children dress up as doctors and nurses and take turn to place plasters on the 'sick' dolls, give them an injection and put them down to 'have a rest', which 'helps their recovery'. The childminder reads stories about children who are visiting the doctors and explains to older children, using fact books, what happens to food once it is swallowed.

Children know why they have to wash their hands as the childminder constantly talks to them about the importance of reducing the risk of germs. They use individual hand towels as they develop their skills in personal care. They also brush their teeth regularly, assisted by the childminder who works closely with the parents and carers to encourage good dental and personal hygiene routines. There are posters and drawings around to remind children should they forget. The childminder cooks daily from fresh ingredients, working with parents and the children to acknowledge any specific dietary requirements or preferences and taking careful account of any possible allergies. Such careful practice ensures that children's health and well-being is positively promoted and that children are learning about how following a healthy lifestyle is advantageous to their welfare.

Again, posters are used to promote healthy foods. Fresh drinking water is available at all times.

Children behave very well as the childminder takes time to explain to older children about how some actions may impact on others. She is acutely aware of ensuring that any strategies used are tailored to each individual child's age and level of understanding. Children are making a positive contribution within this setting. They are considerate to each other's needs and are learning to take good care of their environment. Children are keen to help the childminder tidy up the toys and rush to wipe the table ready for their lunch. They help to prepare their own lunches as they spread their choice of filling on their brown bread and help to cut up the fruits. Children's communication skills are developing because the childminder continuously engages them in conversation and introduces them to new words. They are given opportunities to make think about and make decisions about what they want to do and how to do it. For example, children in this setting love to listen to music. They know how to turn on the CD player and how to turn up the sound to a volume that they feel comfortable with. Children have created their own place mats for lunch and snack times, all the children have depicted drawings of their favourite meals, these have been laminated by the childminder. All these things help children to develop a sense of belonging, help them feel safe and provide them with skills for the future.

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	1

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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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 part of the report (Suitability and safety of premises and equipment) 17/02/2011

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 part of the report (Suitability and safety of premises and equipment) 17/02/2011