

Inspection report for early years provision

Unique reference number	EY425185
Inspection date	27/09/2011
Inspector	Josephine Geoghegan

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 has been registered since 2011. She lives with her teenage daughter in the West Norward area of the London borough of Lambeth. Children have access to all areas of the ground floor of the home. One of the upstairs bedrooms is used for children to sleep. There are toilet facilities on the ground floor level. There is an enclosed garden available for outdoor play. 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 six children under eight, of these not more than three may be in the early years age range and of these no more than one may be under one year at any one time. She is currently caring for three children and of these two are in the early years age range. The childminder is also registered as a Home Childcarer. The childminder does not provide overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the needs of all children are met well. The childminder has established good relationships with them and engages them well during play; as a result children are happy and settled in the childminder's care. The childminder organises a good range of activities and outings that promote all areas of learning. The childminder is developing methods of assessing children's progress and successfully adapts her service to meet children's individual needs. The childminder shows a capacity to maintain continuous improvement and is developing her systems to evaluate the provision effectively. The childminder implements a range of procedures to promote children's safety and well-being but her records do not contain all the required detail and are not all retained as required.

What steps need to be taken to improve provision further?

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

- ensure the record or risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 30/11/2011
- keep a record of accidents and first aid treatment (Safeguarding and promoting children's welfare). 30/11/2011

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

- record details of evacuation drills in a fire log book, including any problems

encountered and how they were resolved .

The effectiveness of leadership and management of the early years provision

The childminder shows regard to safeguarding children and promoting their welfare through good supervision. She implements procedures for the safe management of her provision. Thorough risk assessments are carried out to identify and minimise risks within the home and on outings. However, her records of risk assessments do not include the date of completion or review and the name of the person who carried them out, as required. This does not impact on children's safety as the safety precautions taken are good. Regular fire evacuation drills are carried out to familiarise children with the emergency procedure, however the childminder has not considered the benefits of recording details of the drills to monitor their effectiveness. Records such as children's individual details, their attendance and any medication administered are appropriately maintained. The childminder records details of any accidents in the contact books that are used as a means of communication between the childminder and parents. This ensures that parents are informed about the accidents and first aid treatment given but because the parents keep these books the childminder does not have a record of accidents to retain, as required.

The childminder shows an awareness of benefits of evaluating her service and identifies her strengths and some areas for improvement. She takes action for improvement, for example, she has extended her range of resources so that they reflect the needs and interests of the children. This demonstrates a commitment to driving improvement. However, she has failed to identify the weaknesses in her record keeping. The childminder promotes equality and diversity effectively ensuring all children are included. She uses a good range of toys and books that show positive images of people in the community. Children are supported in learning about cultures, beliefs and people in the community through planned activities and outings that reflect festivals and local events. The childminder implements good systems to ensure effective deployment of resources. She ensures that the time that children attend is well organised. This enables them to participate in a good range of activities and outings that purposefully extend their learning and development.

The childminder shows a good awareness of children's individual needs and works closely with parents to ensure continuity of care. She keeps parents informed of their children's progress and all events of the day through regular discussions and use of a home contact book. She is developing effective partnerships with other educational settings that children attend so that information can be shared appropriately. For example,

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

Children benefit from a clean, bright and well maintained learning environment. A good range of toys and books are well organised, enabling children to easily reach resources that challenge their learning and development. Children are relaxed in the childminder's care and follow their own interests. For example, they choose books and snuggle up with the childminder on the sofa who then reads the stories. Children's physical care needs are supported well as they use the child sized furniture during play and relax on the giant bean bag.

Children show a good understanding of good hygiene habits that help stop the spread of infection, such as appropriate hand washing. They are offered a balanced diet of home cooked meals that include plenty of fresh fruit and vegetables. In addition, they participate in free-flow play in the home and garden and regularly go to the park; this enables them to gain regular fresh air and exercise.

Children show good relationships with the childminder and each other, helping them to feel safe and secure. They enjoy a relaxed atmosphere and freely engage in conversations. They are supported well in learning behavioural expectations and are encouraged by the childminder to use language to express their views and feelings appropriately. Children show a positive contribution to their learning environment as they respond well to the daily routines and help tidy away toys after use. In addition, they learn about aspects of safety within the home and during outings.

The childminder has made a good start in making assessments of children's progress. She makes observations of children at play, linking their achievements to the different areas of learning and highlights priorities for children's future learning. The childminder then uses these assessments to plan a range of activities and outings that support the next steps of children's learning and individual needs.

Children enjoy and achieve through purposeful play. Children's learning and development is supported effectively as the childminder asks questions that challenge their thinking. Children are interested to learn and ask questions during play, for example, while reading a story with the childminder they talk about the pictures and ask about the names of the fruits and discuss the ones they like. This develops their speaking and listening skills. Children show good problem solving skills as they use construction sets to design and make realistic objects. They show an awareness of number as they count accurately.

Children enjoy being creative. They use a range of paint, collage and drawing materials to develop their free creative expression. They freely engage in role play and enjoy re-enacting real life experiences using a good range of dressing up clothes and accessories. Children develop their social skills as they all sit and eat together and participate in regular outings to children's groups. They learn about nature and living things through outings to the park and children's zoo, for example. Overall, children develop their skills for the future through active

participation in activities and outings that promote all areas of learning.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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
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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

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