

Inspection report for early years provision

Unique reference number	EY426901
Inspection date	25/01/2012
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 registered in 2011. She lives with husband, three school age children and one teenager in the London Borough of Southwark. The home is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of one bedroom. The garden is not used for outdoor play so the childminder takes children to the local park on a regular basis.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of three children under eight years may be cared for at any one time and of these, no more than two may be in the early years age range. She is currently minding one child in the early years age group. She also provides care for children older children. The childminder takes and collects children from the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children's welfare, learning and development are adequately promoted and children are making steady progress. However, there are limitations in children's opportunities to develop writing skills and become aware of differences in society. Overall, children are cared for in a safe and secure environment. However, risk assessments are not recorded or extended to include outings and these are breaches of specific legal welfare requirements. Engagement with parents is suitable, although they are not involved yet in making decisions about the provision. Although self-evaluation is not very well established, the childminder has a satisfactory capacity to maintain improvements.

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 full risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 08/02/2012
- keep a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 08/02/2012

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

- encourage children to experiment with writing in their play through providing a variety of activities and resources, such as mark making materials
- provide positive images, through resources and activities, that help children to become aware of and embrace differences in religion, gender, culture and disabilities
- develop reflective practice and self-evaluation, in partnership with parents, to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of child protection issues and knows what action to take if she has a concern about a child in her care. She takes reasonable steps to minimise risks and hazards to children inside her home. However, she does not keep a written record of her risk assessments, which is a specific legal requirement. The childminder cares appropriately for children when she takes them to local parks and soft play areas. However, she does not carry out a full risk assessment for each type of outing and this is also a specific legal requirement.

The childminder sets out toys to capture the children's interest. She has an adequate range of resources that support most areas of development. Children are able to move freely around as they enjoy their play. Children are valued as individuals and treated with equal concern because the childminder has a sound knowledge of their backgrounds and needs. The childminder acknowledges children who speak other languages and uses this to help all children recognise and develop respect for others. She asks parents for some basic words of languages children speak at home so that she can help them feel welcome. However, the childminder only provides children with a few toys and resources that reflect positive images of all aspects of society.

The childminder exchanges information with parents about the service she provides through her written policies and procedures. Parents are encouraged to share information about their child from the onset. Appropriate communication with parents about individual children's care and learning is developing through regular verbal feedback. Parents are encouraged to support their children's learning at home. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises. The childminder recognises aspects of her service she can develop and has attended some training since registration. This demonstrates adequate capacity to make improvements. However, systems for self-evaluation are not based on rigorous monitoring and analysis of her practice. Opportunities to involve parents in the decision-making about the provision have not been explored.

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

Children are content, settled and enjoy the time spent in the childminder's care. They develop a healthy dependence on the childminder who is receptive to individual needs. Children receive lots of warmth and affection and the childminder follows individual routines for eating and sleeping. This supports children's emotional well-being and ensures continuity of care. Children are beginning to develop their own preferences and initiate their own activities. The environment is organised to enable children to make choices. Children begin to learn simple rules that help keep them safe when playing through the childminder's gentle reminders. Children's confidence and self-esteem are increasing as they respond to praise and encouragement from the childminder, which influences their behaviour. They are starting to gain an understanding of what is expected of them.

Children participate in activities that contribute to a healthy lifestyle. Babies benefit from lots of clear play space, enabling them to develop their crawling and walking effectively. Trips to local parks where there is large climbing equipment supports children to extend and further develop their physical skills. Children receive a balance of nutritious meals and snacks encouraging them to develop healthy eating practices from an early age. Babies learn to feed themselves, which helps to develop their independence. They receive regular drinks according to their individual needs. Children learn the importance of personal hygiene and self-care skills through daily routines.

Systems to support children through observation and assessment are developing. The childminder encourages children to express their ideas and experiences using good vocabulary from an early age. Children are making sound progress in their language for communication. Babies have a good repertoire of well-known songs and regularly initiate singing during their play. They experiment with sounds by banging bricks together whilst singing. Children enjoy music and musical instruments, for example, playing the piano and tambourine. Children explore and enjoy using information technology and interactive programmable toys. Babies press buttons on mobile phones and pretend to talk to familiar people in their lives. They are able to make themselves understood through words and actions. The childminder acknowledges their communication by talking through the children's actions. Children automatically repeat words in response and this develops into simple conversations.

The childminder has a sound knowledge of how children learn. She incorporates additional learning while following children's interests for example, while stacking and counting bricks or identifying colours and animals. However, there are few accessible resources for children develop their early writing skills. In addition, the experiences and activities that children participate in do not help gain a very wide understanding about diversity. Nevertheless, children are developing some of the fundamental skills to secure future learning as they progress towards the early learning goals.

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	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	3

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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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:	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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