

Inspection report for early years provision

Unique reference number	EY411132
Inspection date	06/02/2012
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 registered in 2010. She lives with her four-year-old son in the London Borough of Wandsworth, close to shops, parks, schools and public transport links. The childminder's home is on the ground floor of a block of purpose-built flats. Children have access to the living room and one of the bedrooms.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. No children were present at the time of inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has started to implement the Early Years Foundation Stage framework satisfactorily; however, not all her documentation meets legal requirements. Generally, the childminder safeguards children. She has formed good relationships with parents and recognises that each child is unique, collating relevant information to enable her to meet children's individual needs effectively. However, she has yet to develop partnerships with other early years settings children attend. The childminder demonstrates a satisfactory capacity to improve her practice. She has begun the process of evaluating her provision, seeking the views of parents to help her identify some areas for future improvement and thereby enhance 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 the risk assessment clearly states the date of review and any action taken following a review or incident (Documentation) 20/02/2012

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

- develop effective partnerships with other early years settings children attend to enable a consistent and complementary approach to children's attainment

- and development
- improve understanding of safeguarding children issues and procedures, making sure they are in line with the Local Safeguarding Children Board guidance and procedures.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a developing understanding of the requirements of the Early Years Foundation Stage. She has a satisfactory understanding of safeguarding children, demonstrating a suitable awareness of her role and responsibilities to protect children in her care. The childminder states that she shares her policy with parents, outlining her duty of care. However, her policy is currently not in line with the procedures of the Local Safeguarding Children Board and the childminder is unclear of the procedures to follow if an allegation is made against her. As part of her self-evaluation, the childminder has identified training in safeguarding as a priority. Written risk assessments demonstrate the childminder's ability to determine any potential risk to the children and cover all areas of her home, although she does not currently meet the legal requirement to record the date of review and any action taken. Separate comprehensive risk assessments are in place for all outings that she undertakes, and the childminder realistically assesses risks and hazards to children to keep them safe overall.

There is an adequate range of resources, which cover most areas of children's learning and development. Resources are set out in a way which makes access to them easy for children, as they are all stored in low-level containers and drawers. There is a reasonable range of resources which positively reflect diversity. This means that children have opportunities to learn about cultures and backgrounds different from their own. The childminder seeks detailed information from parents regarding children's individual needs, routines and character. This enables the childminder to know each child well and provide an inclusive service to all. Overall, the childminder is enthusiastic about developing her knowledge of childcare practice and is in the process of completing a degree in Early Childhood Studies.

Partnerships with parents and carers are very positive. The childminder shares information about the children each day with parents, who contribute to their child's care plan. For example, the childminder makes good use of a regular exchange of text messages, e-mails and a daily contact book. However, the childminder has yet to explore strategies for effective partnerships with other settings that children attend to enable a consistent and complementary approach to children's attainment and development.

The childminder demonstrates a positive approach to ongoing improvements. For example, as she does not have a garden, the childminder is planning ways to introduce children to planting and growing. She is in the process of further developing her systems for recording children's progress through observations and assessments. She is able to describe how she will use this information to guide future planning. The childminder recognises how the process of self-evaluation helps to identify priorities for future developments. She seeks parents' views about

the service she offers by devising a questionnaire for them to complete.

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

The childminder demonstrates an awareness of how children learn through play and has started to make observations of the children as they play. She demonstrates an understanding of the need to plan and provide appropriate and realistic experiences that will build on children's individual interests. The childminder also understands the importance of interacting with children as they play to help consolidate their learning. Photographs show the children in a range of activities, both inside the childminder's home and while attending local groups with the childminder. She recognises that children can develop their social skills as they interact with their peers at the group settings.

The childminder demonstrates a clear understanding of how to promote children's good health. She has a valid first aid certificate and has systems in place to record any medication administered or if children have any accidents whilst in her care. Fire drills are undertaken and the childminder demonstrates an understanding of the way these can be used to help children learn about keeping themselves safe. The childminder demonstrates an awareness of what constitutes a healthy diet and plans meals that are nutritious and well balanced. Additionally, the childminder demonstrates a good understanding of effective behaviour management strategies.

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	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	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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