

Inspection report for early years provision

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Inspection date	20/02/2012
Inspector	Mary van de Peer
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 was registered in 1996 and lives with her family in Upper Norwood in Lambeth, London. The whole of the childminder's house, except for the bedrooms, is used for childminding. There is a fully enclosed garden for outside play. The family has two pet cats as well as two bearded dragons, which are kept under lock and key. The childminder is registered to care for a maximum of five children under eight years; of whom, three one may be in the early years age range and one may be under one. She occasionally works with an assistant. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding six children in the early years group, on a part time basis. The childminder also cares for older school-aged children. She is able to offer care to those with special educational needs/and or disabilities. The childminder walks to local schools and pre-schools to take and collect children. She can also attend the local toddler group and childminding groups. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures she has a secure knowledge of each child she cares for. This helps her meet their individual learning and development needs. Observations are thorough and systematic in identifying children's next steps to help influence future plans. Overall, children's safety and well-being are promoted well. Engaging with parents is positive and flexible and the childminder has clear links with others supporting the children. The self-evaluation process ensures the childminder maintains improvement of the service she provides.

What steps need to be taken to improve provision further?

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

- maintain a record of evacuation drills practised, any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

All children benefit from being cared for in a comfortable and welcoming environment. The childminder displays a clear commitment to promoting children's welfare. The childminder is an experienced childcarer. She has attended several child protection and recent safeguarding training events. The childminder is very clear about what she would do if she had concerns about a child in her care. The

policies, procedures and record-keeping relating to safeguarding, are good. The childminder shares supporting documentation with parents. Risk assessments are carried out in the house, garden and any outings to keep children safe and protect them from injury. These are recorded along with action taken to reduce any hazards identified. The children also take part in regular emergency evacuation drills. However, these are not recorded or risk assessed to help improve future practices.

The childminder organises her provision well. She provides a good range of toys for the children, most of which are freely accessible so children choose what they would like to play with. There is space to play in as well as room to rest or sleep. Equality and diversity is evident and every child is given equal, appropriate opportunities to learn and develop skills. The childminder makes sure children learn about the similarities and differences in people by providing positive images using books and role play. The childminder has built strong relationships with parents. All parents receive copies of the written policies and procedures. Additional childcare information as well as important registration, insurance and training certificates are displayed. The childminder has daily feedback with parents and shares their child's achievements and routines with them. The observations the childminder makes on each child are recorded in their own folders and shared with parents. The childminder is developing appropriate and useful links with other professionals in her community who are also involved in the care of children. This is effective in supporting continuity in children's learning. The childminder continuously self-evaluates her provision and reflects on her practice. Her aim is to improve and extend the provision for parents and children. This dedication means children receive the best care and education she is able to provide.

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

Children show they are settled and happy in the childminder's care. They have established warm relationships with her and other children. Children have access to an interesting range of toys, resources and activities. This helps them to make good progress within the early learning goals. Due to the garden area being improved, the childminder organises daily outdoor play in parks and local trips. This is developing the children's knowledge of their local community. The childminder ensures her home is a child-friendly and inviting environment. Children display confidence and make independent choices about what they play with. For example, they enjoy role play and music making, using upturned saucepans and lids as drums.

The childminder has an effective system to record and chart children's progress. She discusses with parents what children can do when they first start and records their progress through regular and evaluative observations. This information is then used to plan activities based on children's interests and abilities. Next steps are identified from many of the observations. Photographs also show each child enjoying various activities, such as outdoor play, cooking and painting. Children display how safe they feel at the childminder's by looking to her for help,

reassurance and cuddles. They clearly feel valued and show a sense of belonging in her care. Some examples of their artwork are displayed in the room, which helps them feel at home and promotes their self-esteem. Children learn well through interaction with the childminder, for example, learning how to recognise different objects and counting through the use of flash cards. She is promoting very young children's communication and language skills and repeating words for the children to copy. Children are provided with healthy foods, snacks of fruit and vegetables, sandwiches and yoghurts. Drinks tend to be water or milk. Even young children are learning how to make healthy choices. The childminder gives high importance to children's safety. For example, they know about road safety and understand what is expected of them when they travel on public transport. The childminder uses effective strategies to promote children's good behaviour. Lots of praise and encouragement is used to build confidence and self-esteem. Children are provided with a wide range of experiences which contribute well towards their learning and development.

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	2

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