

Inspection report for early years provision

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Inspection date	20/03/2012
Inspector	Gillian Cubitt
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 was registered in 2007. She lives with her husband and two school aged children in a first floor maisonette in the London Borough of Southwark. The whole ground floor and one bedroom of the childminder's home are used for childminding and children are taken to the park 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 no more than three children under eight years of age, of these, not more than one may be under one year old at any one time. The childminder is also registered to care for one child overnight. There are currently two children on roll in the early years age group.

The childminder walks to local schools to take and collect children. She attends parent/toddler groups and takes children to the library and the shops. The childminder has an access to nursing qualification. She is bilingual in Ghanaian and English.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive home environment where children feel they belong. Children are safe and secure where most risk assessments are in place and effective. The childminder makes regular observations of children to help her plan for children's next steps in their learning. Secure relationships with parents enable the sharing of most relevant information. The childminder also has a sound understanding of developing partnerships with others to support children's learning. The childminder successfully reflects on her practice. She shows her competence in assessing her service and how she makes continuous improvements.

What steps need to be taken to improve provision further?

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

- further develop the systems for parents to be able to review their children's progress and contribute to their learning and development
- develop risk assessments for outings to identify hazards for specific visits to places such as groups or parks and share these with children to further promote their safety awareness
- update the child protection policy with accurate information on whom to contact if there are any concerns about a child.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe and welcoming environment for children where she risk assesses her home for children's safety. The childminder has some systems in risk assessing outings although she does not clearly identify the different areas and groups that she attends. The childminder knows her responsibility to ensure that all people living in the house are suitably checked. She has a written policy outlining the steps to take if she has concerns regarding children's safety. However, the inaccuracies in her policy with regard to whom she should contact may affect children's welfare. Other documentation that pertains to children's welfare, such as systems to record accident and medication, are in place.

The childminder creates a welcoming, child-friendly environment where she uses her resources and toys well to support children's learning, promoting their independence through easy access. The childminder also works with parents well to ensure children's individual needs are met. For example, she closely follows children's daily routines especially with regard to eating and sleeping. She encourages a two-way flow of information between her and the parents. This is especially at the end of each day where they receive a verbal update of their children's day and achievements. The childminder also keeps details of children's learning journey although parents have not, yet, given written notes that contribute to their children's learning and development.

The childminder knows the children well and has a good understanding of issues with regard to equality and diversity. She provides a service that ensures all children and their families are included and treated with equal concern and respect. The childminder knows children's starting points through observation and liaising with parents. The childminder notes children's interests and needs and adapts her provision to meet these.

The childminder is not caring for children with special educational needs and/or disabilities but demonstrates sound understanding of working in partnership with others who may be involved with children's learning. The childminder regularly reflects on the service she provides and her written self-evaluation shows her drive towards continuous improvement.

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

Children are settled, happy and very confident in the childminder's suitably organised home where they freely move around the main play area. They develop a good understanding of healthy eating as the childminder ensures the children eat nutritious snacks, such as fruit and raw vegetables. She has a close liaison with parents who provide children's main meals each day. Children adopt good hygiene habits in their daily routines, which teach them about self-care. They enjoy daily outings to parks and a variety of groups where they have outside play and plenty

of fresh air. The childminder places priority on keeping the children safe in the home. They practice fire evacuation plans and the childminder's installation of safety equipment such as smoke alarms and fire blanket all contributes to the children's safe environment. When on outings the childminder carries essential emergency equipment such as first aid and the contacts telephone numbers for the parents of children. Children learn to stay close to the childminder when on outings although there is no system to regularly share hazards with children to raise their awareness of keeping themselves safe.

Children enjoy exploring and using their senses with the variety of toys and resources. They are confident and chatty, constantly asking questions, "why, what and when". The childminder encourages their inquisitiveness and responds appropriately, continually chattering and explaining what she is doing. She pronounces individual words children try to say to develop clear speech and understanding. Children and childminder sing rhymes during daily routines where they learn the sounds of the alphabet and the sequence of numbers. They play with different shapes and recognise these when they see them in books. Children's independence is promoted as the childminder allows them time to dress themselves and provides them with activities, for example, dressing up for role play and dressing their dolls.

Children learn about diversity as they play with children from different cultures and they learn some words of the languages of others. The weekly programme of events enables children to visit many places within their community, which introduces them to wider world including visits to the local park where they observe nature and wildlife.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	3
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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