

Inspection report for early years provision

Unique reference number	EY272543
Inspection date	23/03/2012
Inspector	Lorna Hall
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 2003. She lives with her two children aged 14 and 17 years in the North Brixton area of London. The ground floor of the childminder's house is used for childminding together with the lounge and play room on the first floor. There is a fully enclosed garden and two parks nearby for outdoor play. The local schools and shops are within walking distance.

The childminder is registered on the Early Years Register, as well as on the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight may be cared for at any one time. Of these no more than three may be in the early age group. There are currently eight children on roll, five of whom are in the early years age range and all attend on a part-time basis. The childminder attends the local toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an broad curriculum and uses her knowledge of how children learn enable them to make good progress in their learning. The childminder implements policies and procedures that help safeguard the children although the written risk assessment lacks some information. Overall, children's health is promoted well through healthy eating and daily exercise. Partnership with parents and other setting delivering the early year's framework is strong. The childminder reflects on her provision and as result there is a strong capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- improve the risk assessment to include regular outings such as the school run 27/03/2012
- improve the arrangement for children to have easy access to drinking water. 27/03/2012

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

- improve opportunities for children to be independent in manage their own good health, by placing water containers where children can find them easily and get a drink when they need one, for example
- improve the written risk assessment to include regular outings such as the

school run.

The effectiveness of leadership and management of the early years provision

Children are successfully safeguarded because the childminder has a good understanding about her responsibility to protect children. She has accurate documentation to refer to should she need to report any concerns. All the record required for the safe and efficient management of the setting are up to date. However, the record of risk assessment lacks information about the daily school run. Partnership with parents is positive and they receive good information about the business arrangements and the childminder's policies and procedures. Parents are well informed about their children's progress and their views are sought through questionnaires. The childminder works well with parents to support children who learn English as an additional language. She goes the extra mile to supports those children who follow a strict diet for religious reasons. This promotes equality opportunity.

Links with others who deliver the early year's foundation stage is used well to offer variety for the children. For example, children attend the local children's centre. The childminder has a positive attitude to her personal and professional development and attends training when she can, demonstrating a drive for improvement. Quality resources are beautifully deployed and support the children's development well. The selection of resources provides positive images of cultural difference to promote children's understanding of diversity and equality well. Through the self-evaluation process, the childminder reflects on, and reviews her service. As a result, the childminder has made good progress in addressing all the recommendation made at the last inspection. This shows there is a strong capacity to ensure improvements and sustainability.

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

An interesting, well equipped, and welcoming environment successfully reflects most children's backgrounds and the wider community. Therefore, children make good progress. Children are motivated and interested in a broad range of activities indoor and outdoor. They enjoy, achieve, and initiate their own play. The childminder ensures they have the correct resources and equipment to engage in chosen art, craft and painting activities. Positive relationships with adults ensure all the children have consistent opportunities to extend their learning.

Good use of labels promotes their understanding that print carries meaning. Children are inquisitive, make connections and ask questions when they look at books. They skilfully manipulate pencils and pens to write their names and other recognisable words. Number, shape games and puzzles provides interesting opportunities for the children to solve problems and create shapes. These activities enable children to develop good skills for the future and promote their

independence well. Children settle happily in their environment, work harmoniously with each other and talk about future activities, such as what they want to play with at the park.

Good quality planning and organisation helps to ensure that every child is suitably challenged by the learning experiences provided. Long, medium and short-term plans are made line with the school to promote consistency in learning. Activity plans are flexible to enable the children learn at their own pace. Children show they are safe in the way they use activities indoor and outdoors. They handle resources safely and use equipment such as a footstool to reach the sink. Children develop a good understanding of safety through well-established routines, for example, they remove sand from their shoes before they go inside so they do not slip. The childminder carries important information with her on outings in case of an accident or emergency.

Effective routines greatly promote the children's health and daily they have interesting opportunities for outdoor play. They enjoy healthy and nutritious meals and comment that the food is nice. However, drinking water is not always easily available during the session for children to help themselves when they become thirsty. Arrangements for the children to receive medical attention are good.

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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