

Inspection report for early years provision

Unique reference number	EY442010
Inspection date	24/07/2012
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.

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Description of the childminding

The childminder registered in 2012. She lives with her husband and two-year-old child in Balham, within the London Borough of Wandsworth. All of the ground floor, the lounge on the first floor and a bedroom on the second floor are used for childminding. The childminder is registered on the Early Years Register and compulsory part of the Childcare Register. She may care for five children under eight years, of these two may be in the early years age group. There is one child currently on roll who is in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well-supported by a knowledgeable childminder who ensures they make good progress. Their progress is tracked through well-presented assessments, enabling children's individual needs to be met. Partnerships with parents and other agencies are generally established and goes some way in promoting continuity for children's care and learning. Policies and procedures are effective in ensuring children's safety, although the safeguarding policy requires updating. Self-evaluation is in place and measures the effectiveness of the setting, demonstrating that there is good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- ensure that the safeguarding children policy includes the procedure to be followed to inform Ofsted in the event of an allegation being made against the childminder. (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register)
- 07/08/2012

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

- continue to develop the two-way flow of information with parents and other settings to promote continuity in children's learning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of her role and responsibilities in protecting children and keeping them safe from harm. She has a safeguarding procedure in place which she shares with parents and carers. This helps to ensure that they are aware of what her responsibilities are towards their children whilst they are in her care. However, the policy does not include the procedures she would follow if an allegation is made against her or a member of her family. This is a specific requirement of the Early Years Foundation Stage. Risk assessments are undertaken to identify and minimise hazards to children both on and off the premises. Furthermore she has begun to carry out fire drills, which she then records. This helps to ensure that she and the children can quickly escape should there be a fire. This helps to keep children safe. The childminder has ensured that a first aid certificate is maintained. This assures parents of her ability to manage minor accidents and injuries to children with care and attention. Records are maintained by the childminder of any such accidents and the administration of any medication to children in her care.

A good range of resources and toys are readily available indoors, promoting good learning opportunities. The premises are well-suited to children's needs with all of the ground floor rooms being made available for childminding. The childminder has a very good understanding of diversity and promoting equal opportunities and has an excellent range of resources to support this. She also understands the need to adapt activities to ensure all children have the opportunity to participate. This includes utilising her bilingual skills to support children for whom English is an additional language. There are currently no children attending who have special educational needs and/or disabilities. However, the childminder is fully aware of the importance of working closely with parents and outside agencies to support children's welfare and development so an inclusive environment is provided.

The childminder has a generally positive relationship with parents and carers. There is a regular exchange of information with parents. For example, information about their children's day is shared through a communications book. Parents are invited to comment in this book and often take this home with them. There are some general strategies in place to help parents and carers support their children's care and learning, but not all issues are sufficiently tackled. Similarly, there is a satisfactory partnership with other agencies. However, the childminder has found it difficult to obtain information from these agencies and often has to use her initiative to gain information about children's learning in other settings.

Since registration, the childminder has implemented a robust system to monitor and evaluate her practice, hence ensuring that improvements are made which underpin most aspects of children's welfare and learning. She has identified areas for future improvements which will help to improve the outcomes for children. For example, developing strategies for utilising the outside space and attending training to narrow the gap between boys and girls. The childminder receives support from the local authority and attends relevant training courses.

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

Children's overall development and learning is promoted very effectively. Detailed planning is used by the childminder to ensure that all areas of learning are addressed for each child and that their next steps in their progress are carefully considered and recorded. Clear and informative records are kept in the form of learning journeys, and photographs capture the children as they discover their world. For example, as they watch the turtle as it 'sunbathes' in the sun; as they observe dragonflies on leaves and as they observe the tadpoles in the pond in the park. Children are seen celebrating events such as the Queen's Jubilee and have recently been captured by the Olympics. Images of the children's creative work are displayed, for example crowns and gowns they have made and pictures of the Olympic rings. The childminder demonstrates how she uses the resources available to support children in their learning. Children's personal social and emotional development is a strong focus in this setting with children being encouraged to button their own coats and tie their own shoe laces. Books are heavily featured in this setting as is the development of children's imagination through creative play. Children's work displayed in the play room show how children's handwriting is progressing as they are encouraged to label their own work. Children's interests are valued and used to help individual learn. For example, there are lots of books depicting dinosaurs and children's drawings of dinosaurs are also displayed around the room.

The childminder clearly articulates her understanding of promoting children's good health. She uses a range of activities and strategies to promote children's understanding of healthy eating, getting plenty of exercise and fresh air regularly. Records demonstrate the scope of activities that the children are able to engage in that helps to develop their understanding of keeping health. The childminder has appropriate positive strategies in place to manage behaviour and rewards children's achievements with constant praise and encouragement through the use of a sticker chart. Children's understanding of differences is strongly promoted in this setting. They have access to a large range of artefacts and resources from around the world which promotes cultures that are different from their own. Children are learning to keep themselves safe as they are taught about the importance of crossing the road safely and as they participate in fire drills.

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	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	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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (Arrangements for safeguarding children) 07/08/2012