

Inspection report for early years provision

Unique reference number	401700
Inspection date	15/11/2011
Inspector	Pamela Bailey

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 2001. She lives with her husband and two school aged children in the London Borough of Greenwich, close to shops, parks, schools and public transport links. The whole of the childminders home is used for childminding and there is a garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of five children under eight years may attend at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. The childminder currently supports children who speak English as an additional language.

The childminder takes and collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make steady progress in their learning and development given their age, abilities and starting points. Children are generally cared for in a safe environment, although some potential hazards inside the home and in the garden have not been fully risk assessed, which is a breach of requirements. Children's health is promoted in some areas, but the daily routine does not always help them understand how to keep healthy or enable them to freely select resources. The childminder has begun to evaluate her provision and has secured reasonable improvements since the last inspection. However, the childminder is in breach of the specific legal requirements as she has not made her previous inspection report available to parents, even though they have requested to see it.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children both indoors and outdoors are kept to a minimum, and review the risk assessment according to the significance of individual risks identified (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 29/11/2011
- ensure that copies of the inspection report are provided to all parents (Documentation) 29/11/2011

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

- continue to build children's independence by allowing them to freely select resources and make choices for themselves
- improve children's understanding of healthy practices through offering fresh drinking water as a healthy alternative to diluted drinks, and improve daily routines so that children understand the need for good personal hygiene and self-care at all times.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a general awareness of how to safeguard children. She has a current first aid certificate which means she is adequately trained and can act in the children's best interest if there is an accident. The childminder has taken basic measures to minimise most risks to children. However, she has not reviewed the risks to children following significant changes at the house. For example, the removal of the upper parts of the boundary fencing in the garden pose an element of risk for unwanted intruders being able to gain unauthorised access. The low level glass panel in the back door is not shatter proof and easily accessible to the children. This compromises children's safety.

The childminder has suitable relationships with parents. There are clear and accessible channels for parents to communicate with the childminder. For example, through daily diaries, verbally and text messaging. The childminder regularly exchanges information with parents on how well their children are achieving, their well-being and development. Sufficient information is exchanged for the childminder to develop an understanding of each child's learning needs, culture and religious background. The childminder promotes children's awareness of diversity through a range of resources inside her home that reflect positive images of different culture, gender and disability. She takes children to other settings where they can experience different religious festivals and celebrations.

Effective partnerships have been established with other providers and specialist agencies. The childminder ensures that communication and sharing of information takes place on a regular basis to support individual children and promote their achievements and well-being. For example, the childminder keeps up-to-date with curriculum planning for children attending school, so that she can continue activities at home. The childminder liaises with the local authority early years coordinator from whom she is able to access special skills and knowledge to help support children with varying needs. She has also received specialist training in administering invasive medicines. Where children speak English as an additional language the childminder learns key words in their home language and use this to support the child in their play, as well as providing opportunities to make progress in English. She makes suitable use of pictures and signing to help children with communication difficulties.

The childminder has begun to reflect on her practice through the use of self-evaluation. She has made some improvements which have had a beneficial impact on children's learning and development. For example, she makes links between her plans and the assessments of children's learning to clearly show children's progress towards the early learning goals. She has attended a variety of training courses and has achieved the Quality Assured Childminder 'Children Come First' status. Since the last inspection all recommendations have been addressed. Parents comment on the childminding service through use of 'parent feedback forms'. Overall, they are satisfied with the service received. However, the childminder does not take sufficient account of their views about important issues. For example, parents comment that they have not received a copy of the last inspection report but the childminder has not taken any action to ensure that copies of the last inspection report is provided to all parents. This is breach of requirements.

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

Children are settled and confident inside the childminder's home. They are gaining an understanding of what is expected of them and have built a positive relationship with the childminder. Their confidence and self-esteem are increasing as they respond to praise and encouragement from the childminder, which has a positive impact on their behaviour. Children willingly take part in the activities provided, although these can sometimes be overly adult-directed and limit children's free choice. For example, during creative activities the childminder selects what colour crayons the child should use and what colour should go in the different sections of the rainbow picture template.

A range of activities help children to understand the wider world. Children frequently explore different textures and natural materials, such as shaving foam, sand, snow and water. While playing with a wide range of small world animals, children are encouraged to name the different animals, mimic the sounds and attempt to count as they sort into groups. The childminder introduces number rhymes associated to animals to further promote children's understanding of numbers and develop language. Children show an interest in shapes. Their problem solving skills are increasing as they complete puzzles and use their imagination to transform these into models of a car and house, and put two triangular shapes together to make a diamond.

Regular and varied opportunities to play outdoors on large equipment, such as slides, swings and climbing frames, encourage children to develop a positive attitude to exercise and challenge their physical development. Children benefit from healthy and nutritious meals. They have drinks of diluted squash throughout the day, however, they are not encouraged to have fresh drinking water as an alternative. Children do not always learn the importance of good personal hygiene at all times, such as washing hands before meals, or have sufficient opportunities to develop their self-care skills due to inconsistency in the daily routines.

Children are developing an awareness of how to keep safe indoors and outdoors,

and take care of the toys and equipment provided. Children regularly practice road safety and learn how to use pedestrian crossings when out and about in the community, and also through role play activities. The childminder talks to children about using equipment safely and encourages children to help tidy up. They become familiar with the routine in the event of an emergency situation through regularly practising the evacuation procedures with the childminder.

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	2
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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary 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 part of the report (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 29/11/2011

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

- take action as specified under the compulsory part of the Childcare Register (Suitability and safety of premises and equipment) 29/11/2011