

## Inspection report for early years provision

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<b>Unique reference number</b>	123042
<b>Inspection date</b>	17/03/2009
<b>Inspector</b>	Janet Sharon Williams
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

## **Description of the childminding**

Patricia El-Moumen has been a childminder since November 2000. She lives with her husband and adult son, daughter-in-law and 15-month-old grandchild in a Tooting in the London borough of Wandsworth. There are shops, a common, library and toddler groups. The downstairs rooms are used for childminding including a toilet on the ground floor. There is a fully enclosed garden available for outside play.

The family has a cat and fishes.

The childminder is registered to care for four children at any one time. She is currently caring for six children aged from 18 months to eight years, all part time. The childminder regularly takes the children out to a toddler group, local common, shops and visits to other childminders in the area. She is a member of National Childminding Association. She is also registered on the voluntary and compulsory parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are cared for in a well resourced and organised setting. Activities provided allow children to play indoors and out and ensure that all areas of learning are covered. Maintaining a positive working partnership with parents supports inclusive practice. The childminder is aware of her strengths and weaknesses through self-evaluating. She plans to make improvements which would continue to reflect in the eminence of the care, learning and play provided.

## **What steps need to be taken to improve provision further?**

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

- devise a system for keeping a record of risk assessments carried out
- further improve knowledge of the Early Years Foundation Stage of learning.

## **The leadership and management of the early years provision**

Children are well cared for and their individual educational and welfare needs are taken into account. Although, the childminder is not clear of what activities identify which of the areas of learning, the organisation, resources and written documentation provide good evidence how children are progressing and achieving in their learning and development. Children's record profile includes the six areas of learning and how they are moved forward in their stages of development. The childminder is keen to further improve her knowledge and understanding of the areas of learning through attending various training courses and keeping up to

date on all information relating to the Early Years Foundation Stage.

Children are kept safe and secure through daily risk assessments being carried out within the home environment. For example, all stairs are fitted with a stair gate, smoke detectors checked and all hazardous and dangerous substances are inaccessible to the children. Good fire evacuation procedures are also in place. However, the childminder does not have a record of risk assessment carried out. The childminder is aware of her role and responsibilities relating to safeguarding and protecting children, would take note of any suspicious marks and bruises. Clear written policies and procedures are in place, all in which include promoting children's welfare. Systems are in place for accidents and medical treatments, all parents have signed details on collection of their children. The childminder is aware that some children may have learning difficulties and/or disabilities, would continue provide a good supportive environment that promotes positive inclusive practice for all children being cared for.

The childminder describes her relationship with parents as very good, information is shared with them at the end of each day. The childminder respects parents' wishes and ensures that children are looked after according to their wishes.

## **The quality and standards of the early years provision**

Children are settled and enjoy their time at the childminder. Daily routines allow for children to be involved in and outdoors within the local community. The childminder spends quality time with the children and observation clearly demonstrates how their communication and language skills are enhanced through the childminder talking and listening to the children. Most of the children cared for are under three years, they respond through smiles and using singular words. Children experiment with a range of objects and resources, such as, puzzles, posting boxes and are able to describe simple pictures and patterns. All in which contributes to their problem solving. Visiting regular children's groups they are able to form relationships with other children and adults. Children are observed playing alongside each other, enjoying the environment and having easy access to resources available. This enables them to develop independence through free choice of what they want to play with. Children are able to develop an awareness of various cultures, race and disability through books, puzzles and small world people.

The care provided promotes children's health and hygiene. Meals provided are nutritious and balanced and ensure that children's dietary requirements are met. Menu plans in place clearly display this. Drinks are offered at regular intervals and children can ask for one at any time. Routines in place establish hygiene habits, such as children's hands being washed before meals and the childminder also ensures she washes her hands after nappy changing. Overall the welfare, care and learning environment are constructive for all children being cared for.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.