

## Inspection report for early years provision

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<b>Unique reference number</b>	122935
<b>Inspection date</b>	23/03/2009
<b>Inspector</b>	Mauvene Burke

<b>Type of setting</b>	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 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).

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

The childminder was registered in 1992. She lives with her two adult sons in a three bedroom second floor purpose built flat in the Clapham Junction area in the London Borough of Wandsworth. The premises is close to shops, parks, schools and public transport links. Children have access to the living room and to one of the bedrooms.

The childminder is registered to care for a maximum of three children in the early years age range at any one time. She is currently caring for four children in this age group of whom all attend on a part time basis. This provision is registered by Ofsted on the compulsory part of the Childcare Register.

The childminder is a member of the National Childminding Association and is a specialist childminder for the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children have a warm relationship with the childminder who offers them support and works with parents and outside agencies to ensure that children's individual needs are appropriately met. She takes sufficient steps to ensure that all children can take part in activities whatever their age or stage of development. She has recently started to informally monitor and evaluate her childminding practice and has identified some areas for development, such as developing her knowledge and understanding of the Learning and Development requirements.

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

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

- develop knowledge and understanding of the six areas of learning and the systems for effective observations and assessments of children's progress. Use these to identify learning priorities and to plan relevant and motivating learning experiences for each child
- improve knowledge of the Local Safeguarding Children Board's procedures to be followed in the event of there being concerns about a child's welfare
- ensure that regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved

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

- conduct a full risk assessment for each type of outing taking into consideration its nature to ensure children are kept safe whilst on outings (Safeguarding and promoting children's welfare) 20/04/2009
- ensure that the certificate of registration is displayed 30/03/2009

during the hours of childminding (Documentation)

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

The childminder's home is sufficiently organised to help children access resources by themselves. She provides a wide range of resources that are suitable for the children attending the setting. As a result, children have the opportunity to make their own choice in their play thus promoting their independence. Although the childminder uses written policies and procedures to promote children's welfare, these are quite basic and some require up-dating. The childminder clearly recognises that the welfare of the children is paramount and must be safeguarded, but her understanding of the procedures for reporting concerns is not secure or in line with those of the Local Safeguarding Children Board. This could compromise children's welfare. The childminder carries out daily risk assessments of her premises but does not carry out evacuation fire drills, again this may compromise children's safety in the event of a fire. As part of the children's daily routine, the childminder takes them out on a daily basis. However, assessments are not carried out for each type of outing they are taken out on, she does, however, ensure that she has essential records with her such as contact telephone numbers for the parents of the children on the outing. The childminder currently does not display her certificate of registration; this is a condition of her registration and she is therefore in breach of this.

The childminder builds friendly working relationships with parents. Relevant information is shared at the start of placements and some parents, but not all, provide the childminder with a starting point for their children. Feedback about their children's day is fed back to parents verbally at the end of each day. There is currently no system in place whereby the childminder shares children's progress with parents. The childminder works effectively with outside agencies, for example, social workers.

The provision is mostly inclusive as the childminder knows the children well and strives to meet their individual needs. This helps to promote children's welfare and help them to have a sense of belonging.

Recommendations made at the childminder's last inspection have been successfully met. She has ensured that all adults living in her household have completed suitability checks; she has provided children with suitable equipment in order for them to eat their meals from comfortably and now plans activities that encourages children to explore textures and natural materials. This demonstrates her commitment to continuous improvement. She has recently started to evaluate her childminding setting and is aware of some of the improvements that are needed to enhance her service.

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

The childminder has some understanding of the EYFS curriculum but although children are making satisfactory progress in their learning, the childminder does not provide children with a range of activities to cover the breadth of the curriculum. This is mainly due to the childminder's insecure knowledge of the six areas of learning. Observations made of the children are vague and do not currently link to any of the areas of learning. As a result, plans for the next steps in children's learning have not been identified.

Children are developing good relationships with each other and with their childminder. Older children enjoy taking part in an appropriate balance of free play and more structured play. They are confident in their environment and increase their independence as they choose their own resources. Their social skills are developing through interacting with each other and through regularly visiting other groups. Children develop a fondness for books because they are made easily accessible. They enjoy looking at books both on their own and when listening to stories told to them by the childminder. Children have some planned experiences to discover various painting techniques such as hand, finger and textured paint and are developing new skills as they use their fine motor skills as they sew using threading strings, in and out of the small holes. Babies confidence and self-esteem are also developing as the childminder talks to them when she is otherwise busy, thus ensuring that babies are aware of her presence nearby. Children access the local community through visits to local groups, shops and to the nearby park.

Children behave well and appropriate behaviour is encouraged by the childminder, for example, sharing and consideration of others. For example, older children play attentively alongside and with their younger counterparts, engaging in games such as 'Peek-a-Boo', whilst the childminder prepares their lunch. Children's health and well-being is effectively supported as the childminder obtains relevant information relating to their individual dietary needs and parents' preferences. Healthy eating is encouraged and children are provided with well-balanced meals, snacks and regular drinks. Good procedures are in place to prevent the spread of infection, including effective procedures for nappy changing, hand washing at appropriate times and the exclusion of sick children. Children are learning about wider society through the regular use of resources that show positive images of diversity and through discussion with the childminder about any relevant issues that they raise.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) 20/04/2009
- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) 20/04/2009

## **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.