

## Inspection report for early years provision

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<b>Unique reference number</b>	122931
<b>Inspection date</b>	08/07/2009
<b>Inspector</b>	Gillian Cubitt
<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 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 registered in 1991. She lives with her husband in a house in Tooting, south west London. The home is approached by a short path leading to the front door. The home is within close proximity of shops, local amenities and transport facilities. Children use the ground floor of the home consisting of a kitchen/diner and rear reception. The front sitting room is used for children to sleep or rest. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children on a part time basis; two on the Early Years Register and one on the compulsory part of the Childcare Register. The childminder takes children to and from school.

The childminder is qualified with Council for Awards in Children's Care and Education Level 3.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's needs are met because the childminder ensures her home is safe and organises her time well to accommodate the needs of the children in her care. Children and parents are made to feel very welcome. Children are settled, they relate well to the childminder and make satisfactory progress in their learning and development. The childminder identifies her own training needs and reflects upon her practice but is not proactive in working with parents to identify improvements in her practice that will benefit children's learning experiences. The childminder maintains essential documentation but lacks some records to aid in the evaluation and risk assessing of her practice.

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

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

- ensure a record of complaints is in place and kept for a minimum of three years
- ensure parents contribute towards their children's learning and development by sharing with them the observations made on children's progress
- develop observations to link children's next steps with the future planning of activities for children's learning
- ensure that a formal risk assessment is recorded and this is constantly reappraised to assess hazards to which children are being exposed both within the home and when going on outings
- develop understanding of the procedures of what to do if an allegation is made against an adult member of the family

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

The childminder is enthusiastic to improve her practice through accessing relevant childcare training. She has achieved a recognised qualification and attends workshops run by the local authority. This ensures that the childminder has a knowledge of the Welfare Requirements and Early Years Foundation Stage (EYFS).

The childminder organises her home well so that children can have sufficient space inside and have direct access to outside play. The childminder supervises children at all times and makes effective use of safety gates to ensure they remain in designated play areas of the home. The childminder has a good knowledge of possible hazards and risks to children both in the home and when going on outings but these are not recorded effectively to ensure that areas are consistently checked. The childminder promotes children's health and well-being by ensuring her home is always clean and well maintained where children learn good hygienic practice.

The childminder shares information with parents about her service when children start with her. There are some policies available for parents such as what to do if they have a concern or complaint but the childminder does not log this information for inspection or sharing with parents. The childminder is fully aware of the action she would take to safeguard children although she is not clear of the procedures if an allegation was made against an adult member of her household.

The childminder maintains a friendly relationship with parents; she keeps them informed of what children do through discussions when children arrive and are collected. Information about the Early Years Foundation Stage is displayed for parents to see as well as the weekly care plan of outings together with children's rest and meal times.

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

Children are relaxed and happy in the childminder's care. They play in a bright welcoming environment where they access a variety of toys. The childminder relates well with the children helping with their craft activities. Children's small manipulative skills develop as they make shapes with play dough and use glue sticks. They select different cut out shapes of squares, circles and stars to make attractive pictures. The children chat happily with the childminder as she reminds them of the names of colours and shapes. Children also explore a range of mostly manufactured play resources, coloured plastic interconnecting bricks, inset puzzles, cars and dolls. Toddlers improve their walking skills by pushing dolls in toy pushchairs whilst older children investigate the various toys in boxes. Children enjoy books and eagerly sit down with the childminder when these are presented.

The childminder plans her day with the children. She takes them on outings to places such as toddler groups where children socialise with other children and they have access to a broader range of activities. The childminder allows children to make choices in their play and she makes notes on their 'learning journey'.

Children's independence is promoted in that they make their own choices of play materials. Recorded observations are good, are supported with photographs and link to areas of learning. However, these do not include parents' views of what their children already know. Also the childminder does not follow through with planned activities to meet the targets noted in the next steps of the observation record.

Children play safely in the childminder's home. She ensures smoke alarms are checked and an evacuation plan is in place. When on outings the childminder ensures children stay by her at all times and they are secured and protected whilst travelling in the car. Children learn about safety because the childminder reminds them of the hazards of traffic when outside. Children's health is promoted. Children acquire good personal hygiene habits through daily practice and they enjoy snacks of fresh fruit and regular drinks. Parents provide children's main meals which the childminder heats in the microwave.

## 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?	2

### 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>	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?	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:	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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