

## Inspection report for early years provision

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<b>Unique reference number</b>	139634
<b>Inspection date</b>	18/05/2009
<b>Inspector</b>	Sandra Patricia Jeffrey
<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 has been registered since 1995. She lives with her 14-year-old son and her partner. The family live in a three-bedroom house, in a residential area within the London borough of Sutton. The whole of the property is used for childminding. 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 registered to care for six children under eight years old and there are currently four children in the early years age range on roll.

The childminder is a member of the National Childminding Association and the local childminding network. The childminder is in the process of completing an NVQ level 3 in Early Years. The family have a pet dog.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a welcoming inclusive environment and meets the children's needs well, as she recognises the uniqueness of each of the children in her care. There are clear policies and procedures provided for parents, which underpin the childminding service and the childminder ensures there are good systems for communication in place. The childminder strives to continually improve her practice through attending ongoing training and evaluating her provision.

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

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

- continue to develop knowledge of the EYFS framework to ensure that observations are used to plan for each child's individual needs to aid their development

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

- keep a record of risk assessments for all outings, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation)

01/06/2009

## The leadership and management of the early years provision

The childminder has a clear understanding of her role in safeguarding children, for example she is aware that unvetted adults must not have unsupervised access to

children until the relevant checks have been completed. Clear information is provided through well written policies, to highlight the childminder's role and responsibilities in relation to safeguarding young children. The childminder takes effective steps to identify and reduce any potential hazards both in and out of the home and is vigilant about supervising the children in her care at all times. However, risk assessments for outings have not been recorded as required. Additional records required that contribute to children's overall health, safety and well-being, including medical records, are however maintained by the childminder.

Children's emotional security and sense of well-being with the childminder is enhanced by the good partnerships the childminder has developed with parents. They are kept well informed about the childminder and her service through the written information she provides. She talks to the parents about their children's well-being and development each day and gives them a summary of this in writing each week.

The childminder continually reflects on her practice and her professional development in order to improve the service she provides. She is working towards a Level 3 Certificate in Early Years Practice and attends additional training on an ongoing basis. As a result of her updating her knowledge and skills, she is continuously enhancing the learning and development opportunities for children in her care.

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

Children's learning is effectively supported and as a result they make good progress. Children benefit from a wide variety of activities and experiences that are planned for them and enjoy a daily routine that is organised around their individual needs. They enjoy daily opportunities to be in the fresh air both in the garden, at local parks and when visiting children's facilities further afield, such as farms.

The childminder further encourages a healthy lifestyle by providing a well-balanced diet which includes fresh fruit and vegetables daily and homemade meals. Children are encouraged to learn simple good hygiene routines such as washing their hands with soap and drying them on the paper towels that are provided. Younger children are also provided with their own flannels. These measures help to prevent the spread of infection and improve the children's general well-being.

Children learn good social skills because the childminder is a good role model and reinforces this by offering lots of praise and encouragement for good behaviour. The childminder has a kind and gentle rapport with children and they respond well to her affection and guidance. Appropriate and effective behaviour management systems are in place and are reinforced with the display of the agreed house rules.

Children play in a clean and well organised home, where effective measures are in place to promote their well-being and safety. Clear procedures are in place to promote the well-being of unwell children, for dealing with accidents and for the administration of medication. The children have access to a good variety of toys and resources in the child friendly environment and are happy and confident in

accessing the resources themselves in addition to those that have been set out for them by the childminder, which helps them grow in their independence.

The childminder supports children's learning effectively and they make good progress. The childminder observes children and has begun to record key aspects of their progress. She uses this to plan activities to encourage further development. However, plans and progress records have yet to cover all areas of learning to ensure all aspects of children's development are monitored and planned for.

Children are keen to participate in the activities that are provided by the childminder and enjoy the range of activities provided within the weekly themes, such as colours, numbers and shapes. Children also enjoy weekly visits to the local children's centre, where they can socialise with other children and take part in an extended variety of experiences.

## 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

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## **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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