

## Inspection report for early years provision

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<b>Unique reference number</b>	139884
<b>Inspection date</b>	15/09/2009
<b>Inspector</b>	Patricia Ann Edward
<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 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.

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## **Description of the childminding**

The childminder was registered in 1988. She lives with her husband, and three adult children in the London Borough of Sutton. The whole of the ground floor, the main bedroom and upstairs bathroom are used for childminding and there is a fully enclosed garden available for outside play. The childminder walks to school to take and collect children. She attends a parent/toddler group, childminder's drop-in and takes the children to the park and library.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. She is currently minding five children of which, three are within the early years age range and two are older on a full and part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The family have a pet Yorkshire Terrier dog.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

All of the required documentation is in place to promote children's welfare, however, some lack the required details. The childminder provides a effective range of activities to help children make good progress in their learning and development. The childminder has some awareness of the strengths and areas for improvement of her provision, however, no formal system for self evaluation has been implemented. The childminder works with parents to ensure children are settled in her care; she understands each child's individual needs and this helps them to feel secure.

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

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

- ensure risk assessments are completed of all outings that children take part in and that all risk assessments include review dates. Increase the safety of the bathroom lock
- ensure that next steps identified for individual children's learning across the six areas of learning inform planning

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

The childminder has secure knowledge of the types and signs of child abuse and what to do if a concern is raised. Consequently, she would be able to obtain appropriate help for a child at risk.

The parents are informed about the childminder's safeguarding responsibilities as detailed in her child protection policy. Details held within the childminder's complaint procedures also guide parents about what to do if they have concerns about the children's care. The childminder knows the children she cares for exceptionally well and organises her day to meet their individual needs. The wide range of activities both inside and outdoors help children to make good progress in their learning and promotes their welfare.

The childminder has established good working relationships with parents, she gathers information from them so that she knows about children's individual interests and needs and can provide a consistency of care. The childminder gives verbal feedback each day so that parents are informed of their child's progress. An extensive set of policies and procedures have been developed to help the childminder carry out her work effectively, support the care of the children and inform parents about the service. All of which are shared with parents who sign to say they have read and understand them. The childminder has begun to think about her practice and identified some of her own areas of strength and areas which require development. However, no formal system are in place to enable her to effectively evaluate the overall strengths and weaknesses of her provision, to enable her to make improvements. The childminder has addressed the recommendation from the last inspection and increased her resources that reflect positive images of the wider world.

The childminding provision is well organised and the required documentation is in place to promote the welfare of children. Effective system for recording medication and accidents contain correct information, which further promotes outcomes for children. The childminder undertakes daily checks of the premises and has a written risk assessment in place to ensure children's safety. However, the risk assessment do not include the date of review and does not include risk assessments for all places that children regularly visit, such as the library and farm. The risk assessment has also not identified the risk of the low lock on the bathroom door.

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

The childminder has made a good start in making written observations and assessments of the children. However, although she knows where children are in their learning and is helping them progress in specific areas, some areas of learning are not yet fully recorded. The childminder completes regular written observations on children's learning and development and identifies next steps for some areas of learning. However, these are not used to inform planning. Children take part in a good balance of adult led and child initiated play. They are effectively supported during the activities by the childminder asking them questions to make them think and learn. The childminder has a very natural and relaxed way of interacting with the children.

Children have very positive relationships with the childminder and they respond

well to her cuddles, smiling and laughing as she talks and plays with them. She positively promotes their language development and the children repeat new words to her. Children learn about their local community as they are taken on regular outings, for example, visits to farm, parks and various toddler groups. Children learn about keeping healthy eating through discussion and activities. They eat a healthy diet that is provided by their parents and talk about different foods and how they are good for them. This is supported by planting growing activities that children participate in. They regularly cook, making biscuits and treats for their snacks, suitably assisted and guided by the childminder. They enjoy daily opportunities for physical exercise and learn why this is good for them as they go to the local park or enjoy the garden to run around up and down hills and play. They also access large trampoline in the childminder's garden.

Children learn how to keep themselves safe through daily routines, such as learning about road safety as they walk to and from school holding hands with the childminder. They know about fire safety and how to get out of the house safely as they regularly practise the emergency evacuation procedure with the childminder. Children enjoy selecting their own resources and choose from a wide range of toys and activities. Their independence is encouraged throughout the day from selecting equipment, to taking care of their personal needs. Children are learning right from wrong and how to behave well, by following the basic house rules. The childminder is a positive role model, she is patient and praises children for appropriate behaviour and teaches them to be polite, care show respect for others and to share. They have many suitable resources that help them learn about diversity and disability, such as play bus with wheel chair access, books, and dressing up clothes, which the childminder uses to promote discussions. Children's understanding of religion and culture is further developed through acknowledging a range of festivals throughout the year that include Harvest festival, Chinese New Year, Christmas, Diwali and Easter.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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