

## Inspection report for early years provision

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| <b>Unique reference number</b> | 122952                  |
| <b>Inspection date</b>         | 24/03/2010              |
| <b>Inspector</b>               | Sandra Patricia Jeffrey |
| <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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder has been registered since 1994. She lives with her husband and two sons aged 17 and 13. They live in a split level two bed roomed flat in a large converted Victorian house in Balham. There are local parks, a library, schools and transport links within walking distance. All areas of the property are used for childminding, apart from the main bedroom. There is a fully enclosed garden available for outside play. The family have no pets. The childminder attends local toddler groups on a regular basis and is a member of the local Childminding Association.

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 a maximum of four children aged under eight years at any one time. One child in the early years age range was on roll at the time of the inspection. The childminder also cares for older children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and welcome environment for all children in her care. She has sound knowledge of the children she cares for and plans a generally suitable range of activities and opportunities for them. Children's learning is restricted however, because the childminder has yet to introduce fully effective planning, observation and assessment systems in line with the Early Years Foundation Stage framework. Close partnerships with parents have been established which ensure continuity of care for the children. The childminder is developing her self-evaluation skills to enable her to assess the service she provides and therefore develop her practice still further.

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

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

- maintain a record of the risk assessments clearly stating when it was carried out, the date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare) 07/04/2010
- carry out a full risk assessment for each type of outing with children and review this assessment before embarking on each specific outing (Safeguarding and promoting children's welfare) 07/04/2010
- ensure appropriate/sufficient fire detection equipment is in place: - refers to fire alarms/smoke detectors (Suitable premises, environment and equipment). 07/04/2010

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

- ensure the first aid box is easily accessible for use in the event of an accident
- develop further equality of opportunities practice in relation to how the provision promotes and values diversity and differences
- further develop the observation and assessment system of children's achievements to ensure they are used effectively to identify next steps for the children's development and ensure the planning covers each of the six areas of learning in sufficient breadth and depth, to support the children's learning journey effectively
- develop additional opportunities for parents to become actively involved in their children's learning and development, to support the children's learning journey.
- ensure that all records, policies and procedures are up to date and reflect the practice of the setting.

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

The childminder has a satisfactory understanding of the procedures to be followed to safeguard children and knows how to make an appropriate referral if she is worried about a child in her care. The childminder gives priority to keeping children safe and carries out regular risk assessments to reduce potential hazards. However, risk assessment records are not kept and neither are records for risk assessments relating to outings. These failings hinder the childminder's ability to ensure children's safety effectively.

Generally appropriate health and welfare procedures are in place to ensure children's welfare is promoted sufficiently. However, forms relating to the administration of medication, date back to the previous regulator and refer to previous regulations, as do the contracts drawn up with the parents. Therefore these records are not fully effective.

The childminder is aware of the benefits of self-evaluation and of improving her knowledge and skills by making use of training opportunities. For example, she intends to undertake further training in the Early Years Foundation Stage, which will enable her to become more familiar with the framework and keep up to date with changes and developments. Therefore, enabling her to improve the service she provides.

The childminder has a wealth of experience of caring for children over the years and establishes close and supportive relationships with them and their families. She gives careful consideration to the organisation of her home and the toys and resources within it and has created a generally enabling environment for children to play within. Resources are clean, well maintained and age and stage appropriate. This results in children having easy access to a generally suitable range and variety of toys and play materials, which supports their enjoyment and achievements.

The childminder is aware of the need to provide an inclusive environment for all attending but does not actively promote children's understanding of diversity. Discussions and activities, linked to cultural awareness are limited and are not effectively planned within the curriculum. Children do not have opportunities to learn about different beliefs or festivals of others, such as Chinese New Year, Diwali or Hanukkah.

The childminder demonstrates a commitment to working closely with parents and others involved in the care of the children. Parent references and thank you notes observed as part of the inspection process, show that parents are very happy with the care provided and describe the childminder as 'very thoughtful and reliable' with a 'wonderful, caring and friendly nature'.

Parents are informed about their children's activities, through daily discussions. However, information about children's learning and development is not effectively shared and parents are not actively encouraged to become involved in the children's learning in partnership with the childminder. Parents have access to a selection of basic policies and procedures, however, many of these have not been drawn up by the childminder herself and therefore do not relate specifically to her setting. Therefore they do not effectively reflect the service provided.

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

Children are happy and settled in the care of the childminder, who is attentive to their needs and has a caring disposition. Children are confident and secure in their relationship with the childminder and receive great affection and support from her, which means they are able to develop confidence in their surroundings. The childminder clearly knows the children, including their individual likes and dislikes very well and ensures that she provides them with a safe and secure setting in which they can play and relax in comfort.

The childminder is developing a sound knowledge of the learning, development and welfare requirements in line with the Early Years Foundation Stage, which enable her to provide a generally suitable curriculum for the children. She uses a range of resources to provide generally appropriate activities and experiences to meet children's needs. These include a variety of indoor and outdoor activities, including visits to local toddler groups and parks.

Basic observations of the children's development are recorded, but as yet do not reflect the six areas of learning and the expectations of the early learning goals. The childminder is aware that further development is necessary to ensure that they are used effectively to highlight if there are any gaps in children's learning and to enable her to effectively identify the next steps for the children's progress.

Children are supported in their development of a healthy lifestyle as the childminder ensures their nutritional needs are met appropriately. They are active and benefit from daily exercise at the toddler groups and also in the childminder's

secure garden. They are cared for in a clean and well maintained home and suitable hygiene routines mean that children are protected from the risk of cross-infection, for example, by using separate towels. The childminder has an up-to-date qualification in paediatric first aid and appropriate procedures in place for when children are sick. However, the first aid box is not easily accessible and in the event of an accident could delay prompt treatment.

Children feel safe in the childminder's home because she offers them warmth and security as she supports them in their play with praise and gentle guidance. Young children show they feel safe by responding positively to the childminder, smiling and sitting on her lap for example, as they make cut outs with the play dough. Older children are taught road safety and stranger danger awareness appropriate to their age and understanding.

Fire safety arrangements are not fully suitable. A fire blanket is in place and the children practise emergency evacuations on a regular basis, so are familiar with what to do in the event of a real emergency. However, the premises is split over three levels, with only one smoke alarm. This limits the opportunities for effective fire detection.

The children are encouraged to make a positive contribution in the setting by showing consideration to others and by being kind to each other, as they learn to say please and thank you. They also have regular opportunities to socialise with other children, when they attend local children's settings; including other childminders homes.

Children use their creativity through arts and crafts activities such as colouring, painting and using play dough. This enables children to explore and investigate different mediums and use their imaginations to create pictures and models. Children become active and inquisitive learners as they learn skills for the future when playing with a moderate selection of electronic equipment such as Vtech toys and the family computer for older children.

## 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

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

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

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|--|---|
| <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   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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## 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 provider confirms that the requirements of the voluntary 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:

- take action as specified in the Early Years section of the report 07/04/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report 07/04/2010