

## Inspection report for early years provision

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| <b>Unique reference number</b> | 137994              |
| <b>Inspection date</b>         | 17/12/2009          |
| <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.

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 1995. She lives with her husband, who is registered as her assistant, and three children aged 10, 12 and 15 years, in the London borough of Merton. All areas of the home are used for childminding purposes. The garden is currently not available for outdoor play.

The childminder is on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. She may care for up to four children at any time and currently has two children on roll, within the early years age range. The childminder takes children to toddler group and outings on a regular basis

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and comfortable environment for children and pays close attention their welfare needs. She has begun to implement some effective systems to ensure children make sound progress in their learning and development. Effective working relationships exist between the childminder and parents which contribute well to identifying each child's uniqueness and ensuring their individual needs are met. Some aspects for improvement have already been identified through self-evaluation. The childminder has completed the required training and has plenty of experience in working with children.

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

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing. (Suitable premises, environment and equipment) 12/01/2010

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

- increase and develop activities and resources to help children to begin to learn about their own and other people's cultures and beliefs
- further develop the current systems of assessment to ensure that children's next steps for learning are clearly linked to the Early Years Foundation Stage and that this information is then used consistently to inform future planning
- develop the systems in place for other providers to review and contribute to children's progress learning and development record

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

The childminder has an awareness of the indicators of abuse and neglect. She knows how to implement the safeguarding procedures in the event of any concerns. Children are further safeguarded as all household members are appropriately vetted. The childminder takes suitable steps to safeguard children's welfare. She ensures that all risks to children in the home and garden are identified and minimised, so that they can play safely. Appropriate risk assessments are completed for the home, however, risk assessment for individual outings are not in place. The childminder makes sure all of the required documentation is held and readily available for inspection. Since the last inspection the childminder completed some of the recommendations that were made. For example; she has improved her documentation by detailing the times of children's arrival and departure. However, the remaining recommendations have not been addressed so have been reissued, which include increasing resources that promote equality of opportunity and improving maintenance of accident records. The childminder has a positive attitude to training and has completed a number of training courses since her last inspection. These include Common Assessment Framework, Observation, Planning and Assessment in the Early Years Foundation Stage (EYFS), Enabling Environment and Social Emotional Aspects of Development (SEAD).

The childminder is very loving and offers an abundance of cuddles to children who without need or prompting snuggle up to her for comfort and reassurance. She knows the children very well and works closely with parents to ensure children's individual needs are known and met within this inclusive environment. She recognises the children as unique individuals and is beginning to implement plans and activities to take account of their differing learning needs and interests. The childminder shares information with parents verbally. References from parents speak highly of the service she provides. However, partnerships with others who provide care and education for the children is not yet sufficiently established to ensure continuity and progression in their learning. She has devised a number of policies and procedures that include behaviour management, equal opportunities, safeguarding and sick children. All of which promote positive outcomes for children. She has completed some initial self-evaluation, although this does not clearly identify priorities for development and how these will be achieved.

The childminder uses her home well to provide a welcoming learning environment. A good range of resources are available to support all areas of children's learning. The childminder ensures these are adequately organised, allowing children to make independent choices. However, resources and equipment that reflect positive images of equality and diversity do not form part of integral play materials. She uses her experience and knowledge of childcare to ensure appropriate support is provided to ensure children's play is purposeful.

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

The family home is made welcoming with toys and resources available for the children as they come in. Appropriate personal hygiene and manners are promoted throughout all routines. Children learn about healthy eating as the childminder provides healthy snacks and drinks throughout the day. Parents are responsible for providing pack lunches. The childminder has developed a good range of resources that take into account all aspects of the early learning goals. The resources and art materials are of good quality and are readily available.

Children's communication, language and literacy skills are supported with regular opportunities for singing and reading stories. They are beginning to develop confidence and an understanding of problem solving reasoning and numeracy. For example, the childminder reinforces counting through every day activities; children count the plates and cups at meal times and enjoy counting when singing songs. They further develop their problem solving skills as they play with the train set and connect tracks together and access puzzles. Children have limited opportunities to fully develop their knowledge of the world as they lack access to resources that develop their diversity.

Children demonstrate a clear understanding of how to stay safe. They regularly take part in the emergency evacuation procedures, which develops their understanding of what to do in the event of an emergency. Children develop a sense of belonging within the childminder's home. Good quality interaction with the childminder and other family members helps them to become secure and confident in the setting. Children are naturally praised for their achievements. Consequently, children are developing good habits and behaviour.

The childminder makes herself available to support and encourage the children in their play. For example, sitting on the floor with the children to help them complete puzzles. The childminder is beginning to use her growing knowledge of the EYFS to record observations on the children in her care. Developing systems are in place to plan for children's next steps, though progress towards every early learning goal is not monitored and planned for effectively across the six areas of learning. There is a supportive balance of child-initiated and adult-led activities. The childminder's home is organised to give children suitable freedom to move around and take part in different activities. For example, children enjoy playing with small world toys in the lounge.

## 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

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|--|---|
| 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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met