

## Inspection report for early years provision

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<b>Unique reference number</b>	107210
<b>Inspection date</b>	27/10/2009
<b>Inspector</b>	Marcia Robinson
<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 was registered in 1994. She is registered on the Early Years Register and compulsory and voluntary part of the Childcare Register. The childminder is currently caring for six children in the early years age group, who attend a variety of sessions. She lives with her husband and adult son in Surrey Quays, London. The childminder's husband is registered as her assistant. The childminder is registered to care for a maximum of five children at any one time and when working with an assistant can care for no more than seven children, of whom no more than four may be in the early years age group. The whole of the ground floor of the property is used for childminding and there is a fully enclosed garden for outside play. The family have a cat.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a very warm and friendly welcome to all children and their parents. She promotes inclusion well through making available a wide variety of toys and play materials, so children can make choices and learn at their own pace. The capacity of the childminder to maintain continuous improvement is good. For instance, the childminder has close links with the childminding coordinator and has a programme of training in place to ensure that her learning and development needs are identified. Recommendations set at the previous inspection have been met well, promoting positive outcomes for children.

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

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

- ensure that risk assessments are reviewed when the need arises to make sure that any potential hazards on the premises are kept to a minimum (Suitable premises, environment and equipment)
- 14/11/2009

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

- further develop systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- develop activities and experiences for individual children to further promote equality and diversity

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

The childminder implements generally effective procedures for organising her provision. Both the childminder, assistant and all adults living on the premises have had checks completed to ensure their suitability to work and be in contact with children. There are good risk assessments in place that include indoor and outdoor safety and attention to fire safety procedures is meticulous so children keep safe. However, she has not fully reviewed the risk assessment of the premises, namely the step leading into the main play area via the garden poses a tripping hazard and could potentially compromise children's safety. The systems in place for safeguarding children are otherwise effective. For instance, the childminder is well informed in respect of child protection issues and she is clear about her responsibility to protect children. This is combined with an up-to-date first aid certificate and consent to obtain emergency medical treatment. This ensures that the childminder is able to respond effectively to any accidents.

Partnerships with parents and carers are good. Information about children's care needs is exchanged on a daily basis and parents are provided with good quality information about the provision itself through a range of policies and procedures. Parents are well informed about their children's learning and development at the setting as they have access to children's profiles and samples of their children's work. Both the childminder and her assistant know the children and their families well; parents are encouraged to share what they know about their children, for instance, in respect of their capabilities, home interests and starting points.

Children's play opportunities are promoted by the effective organisation of space, time and resources. This includes providing an appropriate range of age appropriate activities for children to self select from. The childminder has an adequate understanding of the importance of valuing diversity and supporting inclusion. The childminder demonstrates a satisfactory awareness of equality and diversity. Resources are accessible and available and these include a range depicting positive images of diversity as well as the celebration of some community festivals at local drop in groups. However, the childminder has not fully established a system to ensure that children's individual backgrounds, language and other aspects of their culture are fully reflected and incorporated into the daily activities and routine. Nonetheless, the childminder demonstrates a positive attitude towards special needs and has systems in place to support children with special educational needs and/or disabilities. She liaises closely with parents to enable children to progress to their full potential.

The childminder has good procedures in place to evaluate the care and education she provides. She uses the Ofsted self evaluation form to reflect on her practice and discusses ideas and areas for development with her local network coordinator. Generally effective procedures to gather feedback from parents and children, further helps to develop the childminder's understanding of areas for further development. She wants to improve this aspect with feedback through questionnaires from parents and children on a six monthly rather than annual

basis. All recommendations from the previous inspection have been addressed; this helps to promote outcomes for children.

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

The childminder supports children's learning well. This is because she has a generally good understanding of the learning and development requirements. Children enjoy purposeful play throughout the day with adult-led activities planned into the daily routine. The childminder uses a variety of different experiences and everyday activities to promote children's learning and development across all the areas of learning. The systems to plan for children's individual needs through observing and assessing children are not yet fully established, however, activities and experiences are differentiated to meet children's different abilities and stages of development. Children's communication skills are fostered well, resulting in positive interactions between themselves, the childminder and her assistant. For example, they confidently go to them for support, exclaiming, 'I would like you to read to me', and take an interest in the activities their friends are involved in. Children show their affection and that they feel safe and secure as together with the childminder and her assistant, they snuggle up to read books on the floor. The children happily go through to the bookcase to choose more and more favourite books to look at and they enjoy pointing to pictures and talking about the story. They also enjoy singing favourite well-known rhymes together both in the home and on visits to the local library and drop in groups to develop their love of music, rhythm and word. Children learn about sizes as they play with toys and try putting things into different containers. The childminder uses everyday events to introduce children to number in their surroundings. Children participate in outings to local toddler groups, the park and the library so they are developing their understanding of their place in the community, whilst making friends at the childminder's home and at local drop in groups.

Children's welfare is promoted well by the childminder. Planned activities, such as going to the supermarket to select fruit helps children to learn about the importance of a healthy diet. This is further supported by providing a range of healthy meals, which are clearly displayed on the weekly menu. Consistent daily routines, such as hand washing and the use of individual hand towels helps to reduce the risk of cross-infection. Children are kept safe at the setting, as the childminder has a good range of appropriate safety equipment and procedures in place. For example, keeping external doors locked, using stair gates and recording all accidents and medication. Children have good opportunities to learn about keeping themselves safe, for example, they discuss and practise road safety and carry out regular fire drills. Children feel safe in the setting because the childminder and assistant offers children warmth and security, along with consistent and familiar routines. Children are learning how to keep themselves safe and they behave in ways that are safe for themselves and others. They understand that they are expected to sit at a designated table when eating snacks and to push in their chairs when they leave the table.

## 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	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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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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