

## Inspection report for early years provision

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<b>Unique reference number</b>	122885
<b>Inspection date</b>	08/02/2010
<b>Inspector</b>	Janet Sharon Williams
<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 a childminder since 1995. She lives with her three children; two of whom are adults and one is age 15 years. They live in Battersea in the London Borough of Lambeth. The downstairs lounge, and the toilet and bathroom on the first floor are used for childminding. There is a fully enclosed garden for outdoor play. The childminder is registered to care for six children under eight at any one time. She is currently caring for three children, all are within the early years age group. The family have a hamster.

The childminder takes the children on regular outings to parks, swing parks, shopping and the library. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in an environment where an appropriate range of toys is provided according to their age and stage of development. Inclusive practice is promoted through the childminder welcoming children who do not speak English as a first language and working in partnership with parents to fully meet children's welfare. Although the childminder has completed a self-evaluation, she is not completely clear about her weaknesses. However, recognises that she has limited knowledge of the Early Years Foundation Stage framework.

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

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

- develop a satisfactory knowledge of the Early Years Foundation Stage framework (Educational Programmes) 08/04/2010
- conduct a risk assessment and review it regularly (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 15/04/2010

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

- devise and implement a system to recognise children's starting point and what level they are at when they first start
- ensure good hygiene habits are promoted and recognised to avoid cross-contamination
- update knowledge and understanding of issues surrounding safeguarding children.

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

The childminder has some knowledge of safeguarding issues and protecting children, for example, she recognises a few of the signs and symptoms and what to do if she has concerns about a child. Although the childminder has an up-to-date copy of the local authority safeguarding and protecting children handbook, she has not attended any training courses relating to the matter. Routines for promoting children's safety are in place, such as checking areas within the home and garden to ensure that they are suitable and safe. Fire drills are practised regularly to enable children to know what to do in event of an emergency. However, the childminder has not devised a system for how risk assessments are carried out for both indoors and out. The childminder is currently attending a first aid course to enable her to know what to do in event of an accident. Most of the regulatory required documentation is in place for promoting children's welfare. For example, there is a system for recording accidents and incidents, and permission has been obtained for seeking emergency medical treatment and administering medication. The childminder ensures that a record of children's attendance is maintained including their arrival and departure times.

Although children are learning and developing through the childminder providing children with an appropriate level of challenging and stimulating activities, she has a limited knowledge and understanding of identifying most of the areas of learning and development to meet children's individual needs as they progress towards the early learning goals. However, through the childminder using the self-evaluation and the Early Years Foundation Stage, she plans to address the areas of weakness by identifying the areas for improvement.

The relationship with parents is consistent. Written evidence provided by parents indicates how parents are happy with the care provided. They are kept informed about their children's welfare through a daily communication book which includes what children have eaten, their sleeping patterns and toileting. Prior to children starting, the childminder collates most of the relevant information which takes account of their routines for sleeping and meal times. However, this does not comprise details to enable the childminder to know what level children are at. The extent to which the childminder works in partnership with other agencies within the community is minimal; however, she does use the library and frequently meets with other carers and parents within the local community, which offers some support to children's learning and development.

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

Children participate in a balance of free choice and adult-led activities. They are happy within the environment as they are able to access a satisfactory range of resources and play materials. The organisation of the equipment encourages children to make their own choices from low level shelves. They are steadily supported and motivated, and concentrate at self-chosen activities. Children play

well together, share and wait their turn. They listen attentively when playing with 'Finding Nemo' playing cards; the childminder asks the children questions to make them think, for example, 'What is the character on the card doing?' Children express how he is scary, and demonstrate using facial expressions. Most children speak very confidently to peers and adults. They are keen to learn and know how to write their name on a magnetic board. The childminder encourages children to link letters and sounds phonetically, such as 's'. Children's listening skills are good, which contributes to children's communication and language skills.

Children benefit from using information and communication technology. They demonstrate secure mouse control when playing on the computer. This adds to them developing skills for the future. Resources and play materials are non-stereotypical and show images that promote a positive attitude towards diversity, such as books, puzzles and dolls. Children who speak English as an additional language are appropriately supported through the childminder collating single words to relate to the children and satisfactorily meet their needs. There is clear evidence that the children have a good relationship with the childminder. Minimal behaviour management is required as children are well behaved. Procedures are in place for dealing with unacceptable behaviour. The childminder uses a star chart and this done through working in partnership with parents.

Children learn some good hygiene habits, such as washing their hands after using the toilet and before lunch. However, children's hands are not washed prior to snacks. Although the childminder does not provide meals, she demonstrates good understanding of healthy eating. Drinks are offered at regular intervals and children can request for one at anytime.

## 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>	3
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	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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### Outcomes for children in the Early Years Foundation Stage

<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 (Welfare of the children being cared for) 15/04/2010

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 (Welfare of the children being cared for) 15/04/2010