

## Inspection report for early years provision

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<b>Unique reference number</b>	EY367084
<b>Inspection date</b>	13/11/2009
<b>Inspector</b>	Lorna Lorraine Hall
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2009. She lives with her husband and two children aged three and five years in Southfields, Wandsworth. The lounge and one of the bedrooms are used for childminding. There is a fully enclosed garden for outside play. The childminder walks to local toddler groups and parks.

The childminder is registered to care for a maximum of four children under eight years. She is currently caring for three children under three. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder supports children well so that they are settled and make good progress in their development. She is beginning to develop the process of self-evaluation and has identified areas for improvement. The childminder works with parents to share information and provide continuity of care. She ensures that children's individual needs are recognised and met.

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

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

- update the record of risk assessment to include the garden (Suitable premises, environment & equipment) 13/11/2009

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

- improve the system of planning, so that observations of children's abilities are clearly used to inform the next steps in their learning
- improve the system of self-evaluation, to effectively highlight strengths and areas for improvement

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

The childminder understands the procedures to follow if she has concerns about a child in her care. Her risk assessment identifies potential hazards and keeps children safe in her home and when on outings. For example, a stair gate is positioned at the entrance to the kitchen to prevent children's access. Children develop an understanding of safety through simple routines such as opening and closing the front door. Their confident attitude indicates that they feel safe and secure in the childminder's care. Written consent to seek emergency treatment is

in place and the childminder has current first aid training. All required records are in place and well maintained. However, the risk assessment does not include the garden.

The childminder considers her practice and asks parents for their opinions about the service she provides. Her ability to record the children's progress under the areas of learning within the activities is at the developmental stage. She has recognised that she would benefit from attending a course about recording observations and planning. However, self-evaluation is patchy and does not clearly identify goals for development.

The childminder meets with parents before minding starts to discuss her provision and gives them a comprehensive portfolio, which includes her policies and procedures. She provides daily written and verbal feedback about children's activities and achievements. The childminder gathers information about new children's needs and preferences, so that she can provide appropriate care from the start. She has a good understanding of children's home backgrounds and values and supports their linguistic diversity very well. Children learn about the culture they live in and outings within the community help them to understand society's diversity.

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

The childminder supports children's learning by providing a homely environment where children independently help themselves to quality learning resources. The childminder interacts with the children on their level and asks questions to help children think and provides a broad range of outdoor and indoor activities with a mixture of adult support and free play. For example, children choose a book for the childminder to read to them. They listen to the different sounds on the brightly coloured organ. The minded child clearly enjoys this activity and joins in enthusiastically. The childminder ensures all the children are involved and add favourites toys to sustain their interest.

The childminder knows the children well and provides learning opportunities such as sharing the fruit at snack time to enable the children to join in appropriately. She uses opportunities to introduce the sounds of initial letters when looking at books with the children, which helps children to learn in the context of their play. Lots of eye contact, cuddles and the good use of praise promotes the children's self-esteem. The childminder knows the activities that the child really enjoys and makes sure that these are readily available for selection.

Children learn through the activities that cover all areas of learning. The childminder identifies learning areas for children, such as the need for developing a good understanding of English. She has begun to make observations of children and link them to the activities she provides. However, this system is not fully developed to use observations as a tool for planning the next steps in children's learning.

The childminder's procedures ensure that children develop good hygiene as they wash their hands before lunch. Nutritious meals and regular physical play outdoors in the fresh air help children develop a healthy lifestyle. The minded child learns to share resources and play cooperatively with other children. House rules and her knowledge of how each child learns help to ensure that children know what is expected of them and praise and encouragement builds their self-esteem.

## 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>	2
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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