

## Inspection report for early years provision

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<b>Unique reference number</b>	EY295700
<b>Inspection date</b>	02/02/2010
<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.

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## **Description of the childminding**

The childminder was registered in 2004. She lives in a two-bedroom flat in a residential area within the London Borough of Wandsworth. The childminder mainly uses the lounge for childminding purposes. There is no garden but the childminder makes use of local parks and playgrounds for outdoor play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for two children under eight years. There are two children currently on roll.

She is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The childminder provides a comfortable, welcoming environment. She builds partnerships with parents and ensures they receive useful information about her policies and procedures. The childminder promotes children's welfare satisfactorily and children show they feel safe in her care. However, they are not consistently encouraged to learn about all aspects of a healthy lifestyle. Children are generally able to independently access resources, which are stored at their level. Overall, the childminder provides a satisfactory range of activities, although some lack sufficient challenge for older children. The childminder has started to identify some aspects of her provision which she intends to develop further.

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

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

- develop further systems for observations and planning, to ensure each child is offered an enjoyable and challenging experience across all areas of learning
- promote children's independence to enable them to adopt good hygiene practices
- ensure space is well organised to enable children to move around freely to access resources.

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

The childminder is committed to helping children make progress in their learning and development and to promoting their welfare. She has attended safeguarding training and is aware of her responsibility to safeguard children's welfare. She has written policies and procedures, which are shared with parents. Risk assessments are carried out and updated monthly. As an extra safety measure the childminder has sought advice from the fire safety department to ensure fire control equipment

is installed correctly. The childminder has identified areas of the home that could be used in an emergency evacuation.

The childminder provides a welcoming and generally well resourced environment. However, the deployment of resources sometimes makes it difficult for the children to clearly see what is available and to make choices to extend their play appropriately. Children are familiar with the daily routines but they are rarely involved in preparing for them. For example, there are no opportunities for older children to help with routines such as setting the table at lunch time. Children generally demonstrate a strong sense of belonging and regularly cuddle up to the childminder and involve her in his play. The childminder strives to provide a service that is inclusive for children and families. Since the last inspection, she has taken positive steps to develop the range of toys and play materials available, including resources that reflect positive images of diversity.

During the settling-in period the childminder observes how parents interact with their children and uses this information to adapt her service accordingly. Through her observations she is able to identify individual needs and has developed links with playgroups to provide opportunities for older children to socialise and integrate. Parents provide information about their children on the initial registration form. They also provide information about activities they would like the childminder to provide, such as reading to their children. However, the childminder is yet to introduce secure arrangements to use the information she receives from parents to fully inform her planning. Although she has some knowledge of what the children are involved in at school, partnership working with other settings is not yet secure enough to fully ensure continuity of care and education. The childminder is proactive in seeking help from other agencies, where appropriate.

The childminder carries out monthly written observation on the children. These observations are linked to an area of learning but do not show how the childminder will use this information to regularly identify the next step in children's learning. Consequently, some of the activities she provides for older children lack sufficient challenge.

The childminder is in the very early stages of using self-evaluation to reflect on her practice. This includes information she receives from parents and others. She has identified some aspects of her service that need to be developed further. However, her self-evaluation is not yet sufficiently robust enough for her to identify all areas for improvement.

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

Children are involved in a satisfactory range of indoor and outdoor activities and sometimes take responsibility for choosing what they do. They choose a wooden train set from another room and attempt to build a track. When they notice a sign and ask the childminder about it, she engages them in conversation about its features and encourages them to feel the different textures on it. With support from the childminder, children create a pirate ship. The childminder sits at the

children's level, talking to them about different features of the ship. Older children sometimes work independently and attempt to fix a large foam puzzle on the floor. The childminder uses daily routines and activities to encourage children to learn about numbers. For example, they count the number of trains.

Children are generally well behaved. The childminder has attended training and uses appropriate behaviour management methods. For example, there is a list of house rules that is updated as the children's understanding develops. The childminder work in partnership with parents to ensure consistency. Through discussion the children learn about sharing and taking turns.

The home is safe because safety devices such as stair-gates are fitted to prevent them entering the kitchen. Through discussion, they learn that the kitchen is not safe for young children. Children are closely supervised when they use the bathroom. Although this is appropriate for younger children, this arrangement does not fully promote older children's independence. Daily outings, for example, to the park, are planned so that the children do not walk too near to the road and where possible, they visits parks that are enclosed.

Children are learning about most aspects of a healthy lifestyle. They engage in physical activities when they visit the playground and park. However, the arrangements for older children to have access to tissues and to wash their hands do not promote their independence or their understanding of how to prevent cross-infection. Ready access to drinking water ensures children are not thirsty. Parents provide healthy and nutritious meals for their children, which are appropriately stored.

## 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:	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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