

## Inspection report for early years provision

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<b>Unique reference number</b>	138007
<b>Inspection date</b>	18/12/2009
<b>Inspector</b>	Lorraine Sparey
<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.

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## **Description of the childminding**

The childminder was registered in 1998. She lives with her daughters aged 17 years and four- month-old in the London borough of Merton. The childminder regularly works with another childminder. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a dog and a cat which the children have some contact with.

The childminder is registered to care for a maximum of five children when working alone, and a maximum of eight children when working with another childminder. There are currently six children on roll, all of whom are in the early years age group. The childminder is also registered on the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She takes and collects children from local schools.

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

Overall the quality of the provision is satisfactory.

Children are happy and comfortable in the childminder's homely environment. They are making steady progress in their learning and development because the childminder provides a range of age appropriate activities and play opportunities. The childminder knows the children and their families well and is able to adequately meet their individual needs. The childminder has made steady progress since her last inspection and has successfully addressed most of the recommendations to improve outcomes for children. However, the systems to monitor and evaluate the provision are in the early stages and are not effective in correctly identifying all areas to improve.

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

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

- ensure that the information gathered through observations and assessments is used effectively to plan the next steps in children's learning
- review snack times and the organisation of cooking activities to minimise cross infection
- ensure that the risk assessment covers all potential hazards with particular regard to the garden
- develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Children are appropriately safeguarded because the childminder demonstrates sound awareness of keeping children protected from harm and neglect. She has recently attended a safeguarding course and is aware of the procedures to follow in the event of a concern being raised. The childminder has written policies and procedures which she has devised with her co-childminder and parents receive copies when they initially register their child. The childminder has completed written risk assessments to ensure that the environment both indoors and outdoors is safe and secure. However, some potential hazards in the garden have not been identified. For example, a garden roller is propped up against the fence and a gas barbecue is within access of the children.

Children freely move between the lounge and dining room making full use of the play space available. The majority of resources are accessible to encourage children's free choice. Additional resources are stored on high shelves and children know they can request them. Children have some access to the well resourced garden; however, outdoor play is often restricted to fine weather. The childminder is generally prepared with regards to the routines and activities. For example, she makes the pastry for the mince pies in advance. However, the children roll the pastry out directly on the table and at snack time some of the children sit on the floor and the childminder passes them pieces of fruit. These practices do not fully minimise the risk of cross infection.

The childminder has begun to implement procedures to monitor and evaluate the provision. For example, she has met with the local early years team to discuss self-evaluation. The childminder has increased her knowledge of up to date childcare requirements through attending training on safeguarding, food hygiene and first aid. She has applied for a place on the self-evaluation course. She and her co-childminder discuss children's progress and whether the activities meet children's needs. The childminder recognises there are some gaps in her knowledge with regard to Early Years Foundation Stage (EYFS) framework particularly with regards to learning and development. Her co-childminder is responsible for completing observations and assessments and recording this information in the individual children's files.

The childminder develops positive relationships with the parents. They discuss on a daily basis what activities their children have participated in and other information relating to their welfare needs such as nappy changing and sleeps. Children's files with regard to their learning and development are shared with parents and there is a section inviting them to comment to ensure they feel included in their children's learning. However, the information gathered is not always used effectively to plan the next steps because the childminders do not fully understand how to use this information. Parents comment that they appreciate the 'home from home' environment and that both childminders provide good levels of support for their children. This is particularly relevant when one of the childminders is completing the school run, the other childminder can stay at home with the other children. The childminder has developed positive relationships with other early years

settings that the children attend. She shares information on children's next steps, themes and projects to ensure a consistent approach to children's learning.

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

Children enjoy their time with the childminders. They are settled and confident to request support when required. For example, one of the children asks for a story and the childminder sits on the floor and reads them several books of their choice. She ensures that all children are involved as they talk about different aspects of the story. The childminder includes their families as one of the stories was titled 'My dad'. The childminder works with her co-childminder to ensure children are supported in their play. For example, children benefit from her supporting the children in making mince pies whilst her co-childminder is preparing their evening meal. On other occasions these roles are reversed. The childminder knows the children's individual interests and as a consequence is able to support children in their play. For example, one of the children enjoys playing with dolls. The childminder ensures there is a range of dolls, clothes and buggies to extend their play.

Children make choices in their play and enjoy using the well resourced shop. They confidently involve a visiting adult and the childminder in their play. The childminder ensures all children are included in activities. For example, whilst making mince pies the younger children can experiment with the pastry whilst older children roll it out and then use cutters to make their mince pies. The childminder uses basic plans to support children's learning. However, her co-childminder does not fully link the observations and assessments to the planning.

Children are learning about healthy lifestyles through discussion and know and understand when and why they wash their hands. Appropriate nappy changing procedures mean that children are comfortable at all times. The childminder has sound procedures to ensure that sleeping children are closely monitored. Children are encouraged to learn about how to keep themselves safe. They know that when they want to do an activity at the table they need to sit in the secure highchairs. The childminder is an appropriate role model and consistently reminds young children about potential issues. Children's home language is supported within the setting. They benefit from the co-childminder providing activities in their own language. Children are well behaved given their age and stage of development. They are polite and well mannered. A two-year-old says 'excuse me' to a visiting adult. They say please and thank you at appropriate times and show consideration to their peers with regard to sharing the resources.

## 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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