

## Inspection report for early years provision

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<b>Unique reference number</b>	140083
<b>Inspection date</b>	05/02/2010
<b>Inspector</b>	Rebecca Elizabeth Khabbazi
<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 registered since 1993. She lives with her husband, adult son, daughter-in-law and grandchild aged seven years old. Her daughter-in-law works with her as an assistant. The family live in a six bedroom house in a residential area of Streatham, within the London Borough of Lambeth. The childminder uses the ground floor of the premises as the main area for childminding. The garden is not currently used for outdoor play and the childminder makes use of local parks.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years old, three of whom can be in the early years age group. There is currently one child in the early years age range on roll, and one older child.

The childminder 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 promotes most aspects of children's welfare and development satisfactorily, although not all requirements are met. Children are comfortable and safe in her welcoming, inclusive home. Positive relationships with parents ensure that the childminder has an understanding of children's individual needs and provides appropriate care. The childminder strives to continually develop and improve the service she provides but does not yet have robust systems in place for self-evaluation.

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

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

- request written permission from parents for seeking emergency medical advice or treatment (Promoting good health) 08/03/2010

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

- ensure observations of children's achievements are used to identify next steps for their learning and plan relevant and motivating learning experiences for each child
- develop robust systems for monitoring and reviewing the quality of the provision, as part of the process of ongoing improvement

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

Children's welfare is appropriately safeguarded overall. The childminder has a satisfactory understanding of her responsibility towards the children in her care. She has completed a child protection course and knows what to do if she is worried about a child. Most of the required documentation that promotes children's health, safety and well-being is in place. However, written consent from parents to seek medical advice or treatment for their child in an emergency is not yet in place as legally required. The childminder organises her home so that there is plenty of space for children to play and they can easily access a wide range of resources that support their play and learning. She works closely with parents and ensures she has sufficient information about children's backgrounds and needs, so that equality and diversity is effectively promoted. She talks to parents every day to feedback and ensures they have access to the records she keeps about their child. The childminder is aware of the need to build effective partnerships with other providers, should a child attend more than one setting. The childminder strives to meet actions and recommendations from previous inspections and makes use of feedback from parents and other childminders, as well as local training courses, to keep up to date and improve her practice. However, she does not yet have clear systems for monitoring and evaluating the provision to ensure that all areas for improvement are identified and addressed at an early stage.

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

Children are content and settled in the childminder's home. They move freely around the areas used for childminding because the childminder ensures appropriate safety precautions are in place. Children begin to learn to keep themselves safe when they take part in a regular fire practice. They adopt simple good hygiene routines when they wash their hands before they eat, and make healthy choices when they enjoy fruit for a snack. Children take part in regular visits to local parks as part of a healthy lifestyle, and have fun running around or developing their skills on the climbing frame.

Children take part in a satisfactory variety of activities and experiences that help them make steady progress in their learning and development. Children benefit from daily outings and enjoy socialising with their friends at a playgroup or taking part in a trip to the local shops. At the childminder's home they help themselves to toys and play materials. They learn new words when they cuddle up for a story and the childminder talks to them about the pictures, and enjoy drawing and making marks with crayons and pens. They count and solve simple problems during everyday routines, and persevere until they find the correct piece for the shape sorter or puzzle. Children find out about the world around them when they take some bread to the park to feed the birds, and they have fun investigating the sand and water trays at playgroup. They use their imaginations when they dress up in costumes from different countries and when they paint pictures or make models with the play dough. The childminder knows children well and has begun

to make observations of their achievements. However, these are not yet used to identify next steps for children and plan activities that build on their existing knowledge and skills.

## 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:

- ensure written policy documents are available to parents in relation to procedures for safeguarding children and responding to complaints (Providing information to parents) (also applies to the voluntary part of the Childcare Register) 08/03/2010

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 above (Providing information to parents) 08/03/2010