

## Inspection report for early years provision

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<b>Unique reference number</b>	EY398852
<b>Inspection date</b>	10/05/2010
<b>Inspector</b>	Patricia Ann Edward
<b>Type of setting</b>	Childminder

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 2009. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged six and four years of age, in the London Borough of Wandsworth. Areas of her home used for childminding purposes include the ground floor areas and first floor spare bedroom. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time, of these, not more than two may be in the early years age group. She is currently minding five children of whom one is in the early years age range and the remaining are on the childcare and voluntary register. The family has a pet hamster.

The applicant 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 has a well developed understanding of children's needs and their uniqueness. They have developed a happy and relaxed relationship with the childminder. She is inclusive in her practice and successful in promoting their welfare. The childminder is beginning to use the Early Years Foundation Stage framework to observe and assess children's learning and development. This is the childminder's first inspection since registration and she has not yet begun to self-evaluate the service she provides, however, she demonstrates the capacity to improve.

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

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

- continue to develop systems for planning and assessment which are informed by accurate record keeping, including information on children's starting points, and clearly show their next steps in learning
- improve organisation of resources so that children are aware of all what is available to them and further develop the range of activities and play materials that represent positive images of society to encourage children to appreciate and value each others' similarities and differences
- update the record of risk assessments to include date of review and any assessments of risks for outings and trips
- review the safeguarding policy to include procedures to follow in the event of any allegations made against members of the household
- gain the skills required to effectively self-evaluate the setting's strengths and priorities for development that will improve the quality of provision for all

- children
- obtain written consent for outings

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

The childminder has a clear understanding and knowledge of child protection issues to sufficiently identify any concerns she may have about a child in her care. She is aware of her role and responsibility in safeguarding children's welfare which is shared with parents. However, the written safeguarding policy does not include procedures to follow if an allegation is made against the childminder or family member. There is an appropriate evacuation plan in place that is displayed to follow in the event of an emergency. Areas of the home used by the children are well resourced and safe for them to move around independently. They can choose from an adequate range of toys which are stored well to promote ease of access. Basic daily written risk assessments and records demonstrate how the childminder minimises potential risks according to the age of the child in her care. Records, however, do not include details of who it was carried out by or date of review. Risk assessments in place for outings contain very limited information. The childminder's garden provides children with the opportunity to climb and run around in safety.

The childminder has built good relationships with parents. They are kept well informed of how their children settle. She has formal agreements with them to agree to the care provided. Most of the required records and written consents from parents are in place apart from consent for outings. Parents have access to the childminder portfolio which contains a number of clearly written policies and procedures. They also have verbal information from the childminder at the end of each day. They access weekly sheets that contain information relating to what type of interests their child has been actively involved in and general information about their time in the childminder's care. She is beginning to observe and assess the children and these records are shared with parents. She is beginning to reflect on her strengths and identify areas for her own development. However, there is no formal assessment procedures in place at the present time. The childminder understands the importance of liaising with parents and other childcare providers to promote consistency of care for the children. She has an understanding of the need to encourage children to learn about the world around them. However, equality and diversity equipment are not always included in integral play materials.

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

Children are settled in the childminder's home. Familiar daily routines combined with the childminder's caring and friendly nature help them to feel secure and develop a sense of belonging. Children socialise with others as they attend numerous activity centres and toddler groups, which develops their understanding about the world around them. They develop their imagination as they access a range of small world resources, such as pirates and pirate ship and dolls house and

play people. Children behave well and are learning to share and take turns. The childminder is consistent in her approach to behaviour and this helps children learn right from wrong. She provides them with healthy and nutritious meals and snacks such as fish pie and vegetables, meatballs, vegetables and pasta. They also access healthy snacks such as fresh fruit and bread sticks. This helps develop their understanding of healthy eating and the importance of having regular drinks

There are appropriate hygiene routines in place and procedures to prevent cross-infection such as nappy changing routines and a sick children policy. Children learn to keep themselves safe especially in the event of an emergency as they practise evacuation procedures on a regular basis. The childminder also teaches them how to cross roads safely. Children develop skills for the future as they learn independence by doing things for themselves such as feeding themselves with cutlery and holding their own bottles. They are beginning to learn about diversity within society as the childminder explained they acknowledge different faith festivals when attending playgroup. Children freely explore the environment as they access most play resources. The range of outdoor equipment includes a tunnel for children to crawl through and a slide. Regular trips to the local park also enable children to develop their physical skills, run around and enjoy the open air. The childminder gives plenty of praise and encouragement to the children to develop their self-esteem. Young children's communication and literacy is being fostered through constant communication and regular story and nursery rhyme time with the childminder.

Generally, the children are making progress in their learning because the childminder enables them to enjoy a balance of adult-led activities and free-play. The childminder has an appropriate knowledge of the Early Years Foundation Stage that includes the six areas of learning. The childminder has begun to implement a system for planning and recording observations to make an assessment of children's development as they progress along the early learning goals. However, the system does not contain information on children's starting points.

## 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	2
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	2
The extent to which children make a positive contribution	3
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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