

## Inspection report for early years provision

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<b>Unique reference number</b>	EY337775
<b>Inspection date</b>	13/10/2010
<b>Inspector</b>	Pamela Bailey
<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 was registered in 2006. She lives with her husband who supports her as an assistant when needed and their two children aged five and 10 years in the London borough of Southwark, close to schools, shops, parks and public transport links. The whole of the childminder's home is used for childminding, with the exception of the utility room and study. There is a fully enclosed garden for outside play. The family has a cat as a pet.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. The childminder also offers care to children over five years. This provision is registered on the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local parent/toddler groups and takes children to the local parks and library.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and enjoy their learning. Their good health is actively promoted and effective arrangements exist to ensure children's safety in most areas. Generally effective implementation of policies and procedures and adequate relationships with parents ensures that the individual needs of children are met. Consequently, children are making steady progress in their learning and development. The childminder's self-evaluation identifies most of the strengths and some aspects of her provision that she would like to develop further. However, the childminder has not yet put in place systems to achieve her aims.

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

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

- make systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify learning priorities and plan motivating learning experiences for each child (The assessment arrangements) 27/10/2010
- display the certificate of registration (Documentation) 27/10/2010
- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 27/10/2010

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

- improve opportunities for parents to be involved in supporting their child's learning, contribute their views and suggestions, and be involved in the decision making about the provision.

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

Children's care and learning is adequately promoted in most areas. The childminder has sufficient knowledge and understanding of child protection issues and her responsibility to safeguard and promote children's welfare. The childminder carries out risk assessments both in and out of the home and has taken reasonable steps to eliminate most risks to children. However, the low level glass windows in areas used by the children are not shatter proof and easily accessible. This poses an element of risk to children's safety. Most documentation required for the safe and effective management of the setting is in place. However, the childminder does not have a record of the risk assessments carried out or display the certificate of registration as stated in the specific legal requirements.

The childminder strives to provide a service that is inclusive for all children and their families. Positive relationships have been established with parents in most areas. The childminder values the role of parents, encouraging them to share what they know about their child. There is a regular exchange of information with parents through the childminder's written policies and procedures, daily discussions and daily diaries. This provides parents with information about the childminding service, their child's well-being and activities they have participated in. The childminder seeks the views of parents and there are some general strategies to help parents support their child's learning. Letters received from parents include positive comments in respect of the good service provided by the childminder, achievements their children have made and activities that they continue at home with their children. However, opportunities to actively involve parents in contributing to the decision making about the provision and their own children's learning and development have not yet been fully explored. Although, there are no children currently attending other settings delivering the Early Years Foundation Stage, the childminder is aware of the need to ensure that effective communication takes place in order to fully support children's achievements.

The childminder manages her time effectively and makes sound use of routines, accidental opportunities, resources and the local amenities to support children's learning. She recognises her strengths and accurately identifies some areas in need of improvement. However, her self-evaluation is not sufficiently robust enough to ensure that plans for the future are well targeted in order to secure improvements.

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

Children are content and enjoy the time they spend in the childminder's care. The settling-in process is seen as a crucial period for getting to know the child and family. Information gained from parents about the children's starting points is used to support them as individuals. Children develop at their own rate, making steady individual progress because the childminder is competent in supporting their learning. However, the childminder does not make systematic observations or assess children's achievements against the Practice Guidance for the Early Years Foundation Stage development matters in order to identify learning priorities and plan for their next steps in learning.

Children's confidence and self-esteem are increasing as they respond to praise and encouragement from the childminder. They are starting to gain an understanding of what is expected of them and build positive relationships with adults and their peers. Children confidently choose activities they wish to play with and develop a sense of responsibility by packing them away when they have finished playing with them.

Effective questioning from the childminder and appropriate use of situations encourage children to pursue with difficult tasks and work collaboratively with each other. For example, they work together to construct Noah's Ark, complete puzzles and make up stories using small world play people and animals. Children speak confidently to their peers and adults. They talk in-depth about their ideas and experiences. For example, using construction to make a cake stand as seen at a wedding going over the 'trip trap' bridge to look for ladybirds. They identify mother and baby animals and make sounds associated to each. Children use their knowledge of numbers competently and initiate conversations involving numbers. For example, they clearly state their age and what number comes next.

Children take part in activities that help to develop their finer motor skills, creativity and writing skills. For example, chalk drawing, painting, threading and making collages. Children's good health is actively promoted by the childminder. Children receive nutritious snacks such as fresh fruits and fresh drinking water is readily available. Well implemented routines help children to learn good hygiene practices such as washing their hands after using the toilet. Children benefit from frequent opportunities to play outdoors in the fresh air and learn about the environment. They pot their own plants and visit parks where there is large play equipment designed to challenge and support their physical development. Children are beginning to learn how to keep themselves safe indoors and out. They become familiar with the routine in the event of an emergency as they regularly practise the emergency evacuation procedures and learn about road safety when out and about in the community.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

The quality of the provision in the Early Years Foundation Stage	3
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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	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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (Arrangements for safeguarding children) (Also applies to the voluntary part of the Childcare Register) 27/10/2010
- undertake a risk assessment of the premises and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of the premises and equipment) (Also applies to the voluntary part of the Childcare Register) 27/10/2010
- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (Also applies to the voluntary part of the Childcare Register) 27/10/2010

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:

- taken action as specified under the compulsory part of the Childcare Register (Arrangements for safeguarding children) (Suitability and safety of the premises and equipment) (Procedures for dealing with complaints). 27/10/2010