

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY406521          |
| <b>Inspection date</b>         | 15/11/2010        |
| <b>Inspector</b>               | Christine Stimson |
| <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 April 2010. She lives with her husband and two children aged six and two years old in the London borough of Sutton. The premises are located close to local shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, but children play in the main lounge of the house. There is a fully enclosed garden for outside play and the family have a cat.

The childminder is registered to care for a maximum of 4 children under 8 years; of these, not more than 2 may be in the early years age group, and of these, not more than 1 may be under 1 year at any one time. She is currently caring for three children in this age group on a part time basis. The childminder is registered by Ofsted on Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children to and from the local school and attends several toddler groups on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress as they take part in child led and planned adult led activities that engage children. A wide range of age appropriate toys are available to children, but there is a lack of resources that reflect diversity. The childminder has established good relationships with the parents and grand parents of the children she cares for, and this helps children's development and promotes inclusion. The childminder has not embraced any training opportunities since registration but is keen to improve her practice by undertaking study for a childcare qualification in the future. The childminder has not formally self-evaluated her practice, but liaises with parents to make sure she is meeting children's needs. Children play in a safe environment, but attention to the evacuation of the premises needs addressing. Children are cared for by a childminder who has a good understanding of how to protect them from harm.

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

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

- ensure the key to the front door is kept accessible at all times
- help children become aware of and explore and question differences in gender ethnicity, language, culture and disability issues
- analyse observations to help plan ?what next? for individual children and ensure this is incorporated into the planning of activities

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

Children's welfare is safeguarded as the childminder has a good understanding of her roles and responsibilities with regard to child protection. She has a safeguarding policy and procedure that is shared with parents, and keeps a copy of the Local Safeguarding Children Board guidelines on site for referral. Adults in the home have been vetted for suitability, including regular visitors. The childminder ensures children play in a safe environment by conducting regular risk assessments on her home, garden and for all outings undertaken with children. As part of this risk assessment the childminder keeps the front door locked to prevent children from leaving unsupervised. However, the key was not easily found on the day of inspection, which compromises children's safety. The childminder leads by example when teaching children how to keep themselves safe by crossing roads, using designated crossings and talking to children about the need to look and listen.

All records and documentation are maintained to further safeguard children's welfare. The childminder has not formally self-evaluated her practice, but does talk to parents about how she can meet children's needs with an aim to improve outcomes for children. The childminder provides children with a wide range of good quality and colourful resources that are suitable for their age and stage of development. The childminder has a toy cupboard in the lounge and rotates toys depending on which child is attending. Toys are scattered on the floor or kept in see through boxes to enable children to make a choice in their play. There is a lack of resources reflecting other cultures and people with disabilities, and this limits children from gaining an understanding of diversity. The childminder is keen to improve her practice, but since registration has not embraced any training opportunities offered by the local authority. She hopes to undertake a childcare qualification in the future.

The childminder provides an inclusive service to all families, maintaining positive relationships with parents and grandparents. Parent's comments at the inspection were positive about the care and progress their children have made since being cared for by the childminder. The childminder keeps parents informed using a daily diary, text messages, phone calls and chats at the beginning and end of the day, and this is appreciated by parents. The children in the childminder's care do not attend other childcare settings at the moment, but the childminder is aware, if circumstances change, that she must establish links with these settings to ensure continuity of care and learning.

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

Children play in the main lounge of the house where age appropriate toys are available for them to make a choice in their play. The childminder supports

children by sitting on the floor to engage with children as they play, enhancing their experience. She responds to parent's suggestions and comments about activities. For example, a child has shown interest in building with blocks at home, so the childminder makes sure these are available on his days of attendance. He enjoys building a tower of bricks, with the childminder talking about what colour bricks are being used and counting them out loud to encourage an understanding of number. Children's language skills are encouraged as the childminder chats to children as they play and waits patiently for responses. The childminder responds to children as they bring books to her to read, and they happily sit on her lap to enjoy this cosy experience. Children make connections with real life experiences as they play with cars, dolls and role play items that are freely available for them to self-select. Visits to the park, toddler groups and the soft play centre form part of the week's routine, enabling children to practise their physical skills and engage with children not familiar to them.

Children have a sandwich lunch provided by their parents each day, but the childminder is flexible about this arrangement and is willing to provide children with healthy meals if required. The childminder makes sure children's beakers are frequently refreshed and they are encouraged to drink as they play. Children enjoy physical play in the garden where they can access a small climbing frame and some large sit and ride cars, as well as a sand pit and vessels. Frequent visits to the park enable children to access larger equipment on which to practise their physical skills. The childminder encourages children's independence by getting them to climb on and off equipment on their own, with her standing by for support. Children learn about good hygiene practice because routines of nappy changing, hand washing before meals and after being outside are regularly conducted. Children are learning to keep themselves safe as the childminder talks to children about crossing roads safely, introduces them to the school crossing person, and urges them to look and listen from their double buggy when they are out and about.

The childminder shares children's progress records with parents, who regularly see the written observations made on their children as they achieve. Observations are linked to the six areas of learning and have next steps notes indicated. However, some of the observations lack meaning and next step notes are not carried into future planning for individual children. As a result, the childminder has not planned for individual children according to their learning needs, and has not monitored children's progress.

## 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

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| 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                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| 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