

## Inspection report for early years provision

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<b>Unique reference number</b>	EY360633
<b>Inspection date</b>	17/11/2010
<b>Inspector</b>	Josephine Geoghagan
<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 2009. She lives alone in the London borough of Wandsworth, close to shops, parks, schools and public transport links. Childminding takes place on the ground floor only in the living room and in a back bedroom/playroom. Children eat their meals in the kitchen/diner. There is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time, of which, no more than three may be in the early years age range. She is currently minding one child in this age group who is under one year old. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder also currently offers care on a regular basis to one of her grandchildren who is in the early years age range. The childminder does not offer overnight care or employ an assistant. The childminder does not have any pets.

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

Overall the quality of the provision is good.

The needs of all children in the Early Years Foundation Stage are met effectively as the childminder has developed good relationships with the minded children and their parents within a short time and is able to clearly identify their learning needs and interests. Systems to observe and assess children's progress and use information gathered to inform future planning for individual learning are under development. Children's welfare is promoted well as the childminder successfully implements a broad range of policies and procedures that reflect the requirements of the Early Years Foundation Stage. The childminder shows a strong capacity to maintain continuous improvement as she has successfully improved many aspects of her provision since the last inspection. The system used for self-evaluation covers most aspects of the provision and the childminder shows a clear awareness of her plans for future development.

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

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

- develop the methods of recording observations, assessments and planning for children's individual needs
- extend methods of self evaluation to ensure that all areas of the provision are monitored and evaluated effectively.

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

The childminder shows a clear understanding of the procedures that help safeguard children and protect them from harm. She has relevant policies and documents available, enabling her to take prompt action if she has any concerns regarding children's welfare. The childminder also ensures that all required documents are used and stored appropriately; ensuring records of children's and visitor's attendance are maintained, along with accurate records of any accidents or medication administered. The childminder ensures the home is safe and well maintained and she has a range of policies and procedures in place that promote children's good health and safety. In addition, children participate in regular fire drills, ensuring they become familiar with emergency procedures. Children participate in planned activities and outings that help them learn about cultures and beliefs and use a range of toys that show positive images of people in the community. Although no children currently attend who have identified special educational needs and/or disabilities, good systems are in place to ensure any additional learning needs are identified as the childminder has previous experience of supporting children within a school environment. The childminder ensures parents are kept well informed about their children's progress and all events of the day as she has devised a daily report sheet that includes all details of the child's day and their progress. The childminder also works closely with parents regarding children's individual needs and ensures all documentation is shared effectively. The childminder shows an awareness of working in partnership with other agencies as needed, although no children attend any other educational settings or have involvement with any professionals at present. The childminder shows a strong commitment to driving improvement as she has clearly identified her own learning needs and makes sound evaluations of children's progress. She has made good progress since the last inspection and has met all actions and recommendations. She has effectively developed the use of documentation and shows an awareness of self evaluation, although no methods are currently in place which evaluate all areas of the provision.

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

The childminder shows regard to promoting children's welfare and implements a range of policies and procedures well. She shows a clear awareness of safety and conducts risk assessments of the home and prior to outings. The home is clean bright and well maintained and the childminder ensures appropriate safety equipment is in place, such as safety gates, socket covers and appropriate fire safety equipment. She has a suitable range of toys available that reflect the needs and abilities of the children attending. In addition, children's physical care needs are met well as the childminder has a suitable range of equipment, such as a travel cot, high chair and child sized chairs. The learning environment is homely and inviting for children as the childminder ensures toys and books are stored at low level, enabling them to make choices and develop their independence. Good

systems are in place to promote children's good health as the childminder implements good standards of hygiene practice during nappy changing routines and washes children's hands and faces before and after meals. The childminder shows regard to appropriate food handling requirements as she ensures all baby foods provided by the parents are stored and re-heated appropriately. Children's individual dietary needs are known and the childminder works closely with parents to ensure the feeding routines of babies are consistent. The childminder shows a clear awareness of managing children's behaviour and gently reminds children of expectations of their behaviour and encourages them to respond to the daily routines. The childminder has taken positive steps to develop the use of observations, assessments and planning for children's individual needs. She has explored the use of various methods of recording her observations and assessments and is developing her skills in writing observations which link to the six area of learning and identify children's next learning steps; however these systems of recording assessments and planning are in their infancy. The childminder plans a good balance of activities and outings, enabling children to engage in free play and adult led activities, along with outings to local children's groups, the library, park and local children's zoo.

Children are happy and settled in the childminders care. They have good relationships with the childminder and enjoy lots of cuddles and kisses, helping them to feel safe and secure. Minded children are also developing their social skills as they play well with the childminder's grandchild, interacting well as they play together cooperatively. Children learn about expectations of their behaviour as the childminder encourages them to help put the toys away in the box and to share during play, helping them to make a positive contribution to their learning environment. Children's language skills are developing well as they enjoy looking at books with the childminder, feeling the different textures of the pictures and babbling as the childminder reads the story. They are encouraged to make purposeful marks while using paints. Children happily join in action songs with the childminder as they babble and clap while the childminder sings. The childminder counts objects with children during play, developing their awareness of number and encourages them to use puzzles, enabling them to explore and develop their problem solving skills. Children show good coordination as they move freely, crawling with speed and pulling to stand with the childminder close by. They develop their hand and eye coordination as the childminder offers a range of toys for them to rattle, shake and move. Children have good opportunities to engage in creative activities in the home and while attending children's groups. They push along cars and trucks, developing their imaginative skills. Children have good opportunities to develop their skills for the future as they are offered a good range of activities and outings that reflect all areas of learning and the children keeps track of their progress well.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
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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### Outcomes for children in the Early Years Foundation Stage

<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	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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