

## Inspection report for early years provision

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<b>Unique reference number</b>	EY406070
<b>Inspection date</b>	01/11/2010
<b>Inspector</b>	Linda Close
<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 2010. She lives with her three children who are all older than the early years age group. Their home is a maisonette which is on the first and second floors of a residential block. It is located in Battersea in the London Borough of Wandsworth. The older two children attend secondary school and the youngest child attends primary school. There is easy access to shops, schools, parks, a local children's centre and public transport. All rooms excluding the kitchen on the lower ground floor are available for childminding. Young children may sleep in a cot in the child's bedroom on the upper floor but otherwise children do not go upstairs. There is a lower level toilet and a secure enclosed outdoor play area. Access is via a lift or stairs to the maisonette. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She may care for a maximum of three children under eight years and two of these may be in the early years age range. The childminder does not provide overnight care. She is currently caring for one child in the early years age group who is four years old and is minded before and after school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are made welcome in the childminder's home. They enjoy their play after a busy day in school and they are making satisfactory progress given their age and starting points. The childminder has established a trusting partnership with parents. The adults share their knowledge of children's health and development and this helps the childminder to meet the individual needs of the children. The childminder has begun to evaluate her service to children and she has identified some areas of strength and some, but not all, areas for improvement. However, her evaluations are still at an early stage as she has only just started minding children recently.

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

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

- request written parental permission to seek emergency medical treatment or advice if required
- develop further the systems of observation and assessment and planning identifying next steps for learning
- ensure that children's hand drying resources prevent the potential spread of infection

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

In discussion the childminder demonstrates that she is well informed about safeguarding children. She has gained her good knowledge base about child protection issues from her initial training course and from personal study. She can fluently describe the signs and symptoms of abuse and she has adopted a policy and procedure which states what steps she will take if she has concerns for the welfare of the children in her care.

The childminder's early steps in evaluating her work has led her to apply for some useful training courses which she hopes to attend to help to develop her work with children. The childminder has devised thoughtful plans for the future. She has given consideration to the use of space in her home and garden and the resources and equipment that she will need to provide care and comfort for younger children. She has also located play areas and play centres that she will visit with them.

The childminder has assembled a range of toys, books and resources that are well presented and which attract the interest of the children she cares for. She has made sure that her toys reflect diversity and she plans to provide suitable activities to help children to accept and respect people from diverse cultures.

The childminder has not had reason to work with outside agencies as yet but she expresses a willingness to take advice and accept guidance from specialists to assist her in providing effective support for individual children if there is a need. She finds out what children are doing at school and helps them to consolidate their learning when they are in her care.

The childminder shares her policies and procedures with parents and she has asked them for most of the necessary permissions that are required. The childminder has not requested permission from parents to seek emergency medical treatment or advice. She enters into contracts with them to set her childminding on a firm business footing. She shares her observations of the children with parents so that they are aware of what their child does when they are with the childminder and can contribute to their learning at home.

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

The childminder is firm but kind in her management of children's behaviour. She sets clear boundaries and establishes house rules which include respecting one another and being fair and the children know what is expected of them. Children share their toys and books and they get along well together.

Children choose toys independently and they soon settle down to play. The childminder asks children which letters and sounds they have been studying at

school and she consolidates their learning at her home through further linked activities. Children also take part in counting activities with the childminder and they demonstrate a good grasp of counting up to 20 and beyond. Children talk together and with the childminder and their communication skills are developing well. The childminder provides some battery operated toys for children to explore. Children's play and learning helps them to develop appropriate skills for their future learning.

The children show that they feel safe in the way that they run up to the childminder's door and dash into her home to play. They confidently ask for drinks when they are thirsty and choose food that they would like to eat. They hug the childminder's children with affection when it is time to go home.

The childminder prepares a menu which she shares with parents so that they are aware of the meals and the selection of drinks that their children enjoy after school. The menu is suitable and the children eat their food with evident enjoyment. Children know that they are expected to wash their hands as soon as they arrive from school. They understand and follow the routine and they manage with little assistance although they share a hand towel which risks cross infection.

Children currently spend only a short time before and after school with the childminder and this limits the breadth of activities that she can provide for them. She plans to take children on outings to local parks and play areas when she has them in her care for longer periods.

The childminder has made a few observations of children's progress. In the brief period since children joined her she has focussed mainly on the important aspect of how they have settled in and their emotional wellbeing. The activities that she has planned are broadly suitable but in the short time that she has been childminding she has not had the opportunity to provide activities that link up to, and support children's learning, in all aspects of the six areas of learning.

## 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	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	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	2
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:	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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