

## Inspection report for early years provision

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<b>Inspection date</b>	13/11/2010
<b>Inspector</b>	Sue Taylor
<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 2009. She lives with her husband and child aged two years in Bellingham in London borough of Lewisham, close to shops, parks, schools and public transport links. The whole of the first floor flat is used for childminding, with the exception of the main bedroom. The flat is accessed by three steps up to the front door of stairs. There are local parks for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder is on the Early Years Register and is currently minding two children in this age group. She is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to care for children in the later years age groups.

The childminder attends toddler groups on a regular basis.

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

Overall the quality of the provision is satisfactory.

Children are making some progress towards the early learning goals but the current systems in place to support and develop this area are limited. As a result, there is less emphasis on identifying next steps or involving parents in their child's learning. The childminder has good safeguarding procedures in place and all required documentation is in place. Self-evaluation is limited but future plans are likely to bring about some improvement to the provision.

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

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

- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- develop current processes to show how each child receives a learning and development experience that is tailored to meet their individual needs with improved links to the Early Years Foundation Stage framework and identified next steps
- encourage involvement from parents in contributing to their child's learning records and supporting identified next steps
- develop systems to show how well individual children are progressing towards the early learning goals from their starting points, enabling comparisons to be made across the areas of learning to ensure that any achievement gaps are recognised and narrowed.

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

The childminder maintains a safe and secure home, having a clear awareness of how to minimise any potential risks. For example, there is a safety gate at the kitchen door and the hall cupboard is bolted. Overall, the risk assessment record itself is basic but covers the relevant areas of the home and the childminder is very clear about how she risk assesses any outings that take place. Thought has been put into fire safety, supported by a recent visit from the fire safety department. Regular practise fire drills are carried out. All required records and documentation are in place to help ensure children's individual care needs are met. The childminder has a confident knowledge of child protection and ensures parents are fully aware of her responsibilities and role in safeguarding children, through discussion and sharing the detailed written policy. Recent training has strengthened her awareness.

The childminder has attended training about evaluating her practices but has not effectively put her learning into place yet to provide a good account of her strengths and areas to improve. However, the future ideas and plans she does have demonstrate her awareness of some areas to develop. For example, she intends to develop her current systems for noting children's progress towards the early learning goals to ensure there are better links made to the Early Years Foundation Stage for all children, with clear identified next steps to plan for. The childminder's systems do not readily show how well children are progressing from their starting points. As a result, she is less able to ensure that any achievement gaps are recognised and narrowed. She understands the need to meet the care and learning needs of each child as an individual and has expressed interest in training to support improved learning achievements for boys.

The available toys and equipment are of good quality and condition. Some are easily accessible to children to enable them to make choices about their play. However, as systems to support children's next steps and ongoing progress are less effective, the use of resources and activities are not always well planned to ensure they meet individual needs. The use of resources reflecting positive images of others to help children gain an understanding of the wider world is limited.

Positive relationships with parents are developing and some information is gained on admission about a child's care needs, their likes and dislikes. Parents are provided with good detail from the written policies of the childminder's practices and appropriate consents are obtained. As processes to effectively show children's ongoing progress in their learning are being developed, parents are not actively encouraged to be involved in the in the assessment process for their child. The childminder is aware of the need to liaise with other agencies or providers of the Early Years Foundation Stage, when this is required for individual children, to ensure the progression and continuity of children's learning, care or welfare needs.

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

As the current processes in place do not clearly show all children's starting points it is not easy to see how well children are progressing. However, the childminder is generally aware of where children are across the six areas of learning and this indicates some progress is being made. The current developmental records used by the childminder are fairly basic and next steps are not effectively identified. The daily record maintained by the childminder for each child does not give a full reflection of the child's day as the detail is limited.

Children are able to make some decisions about their play from the range of mainly man-made toys available. These include electronic toys where children learn to push buttons to make them work. The positive interaction between the childminder and baby is important in relation to developing communication skills as they begin to vocalise. For example, attempts are made to imitate the childminder as she talks or sings to the baby. Young children's daily routines are being established in discussion with parents and the care and attention they receive is good. They show an interest in their surroundings. Overall, young children and babies are generally beginning to learn early skills to support future learning.

The warm and positive care the childminder provides to children enables them to settle well. Young children behave in ways that show they feel safe, for example as they sleep peacefully or enjoy cuddles from the childminder. Their physical care needs are met well and helps children to feel comfortable and relaxed. Very young children indicate that they want something, whether it is attention, feeding or sleep through cries and eye contact. As these needs are sensitively responded to by the childminder, the child shows satisfaction with smiles or vocalises their contentment. Older children are supported by the childminder in learning how to keep themselves safe, for example as they practise fire drills.

Young children show through their body language that their physical needs are met well, for example, appearing settled and content following a feed. The childminder encourages parents to provide healthy packed lunches. The premises are clean and the childminder follows good hygienic procedures to help keep children healthy. They go out regularly and although the childminder has no garden herself, good use is made of the local parks. Children's emotional security is supported well and this helps develop positive self-esteem.

Good use of praise and encouragement is evident as the childminder talks and reacts to children. As a result children are valued and listened to. Babies respond to the positive attention, as they make eye contact and vocalise. The behaviour management policy shows the childminder promotes and encourages positive behaviour from children. Attending the local toddler groups helps children learn to cooperate with others, share and join in. Events in the local community such as celebrating Black history week and Chinese New Year help children gain an awareness of the wider community, acknowledge differences and develop respect for others.

## 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	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