

## Inspection report for early years provision

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<b>Unique reference number</b>	EY411507
<b>Inspection date</b>	10/01/2011
<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.

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 2010. She lives with her husband and family in the Streatham area of south west London. The local authority is Lambeth. One child of the family attends primary school full-time and the other is below statutory school age. The whole of the ground floor of the home is used for childminding and children sleep in one bedroom on the first floor. The bathroom and toilet are also on the first floor. Children have access to an enclosed garden area for outdoor play. The childminder is registered to care for a maximum of four children under eight years and two of these may be in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll who are aged 10 months, 1 year and 3 years, 4 months respectively and all attend part-time. The childminder regularly takes children on outings to the park, a 1 o'clock club and children's centres and to visit places of interest in and around London.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder warmly welcomes children into her home and family. Children are safe and secure and they enjoy their play and learning experiences which are planned to cover most, but not all, aspects of the six areas of learning. Children are making good overall progress given their age and starting points. The childminder works closely with parents to ensure that she meets the individual needs of each child. This newly established childminder has made a sound beginning in the evaluation of her work with children and she is eager to secure ongoing improvement through further training. She has checked her documents to ensure that they meet the requirements of registration and in most respects they are correctly kept.

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

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

- display certificate of registration during hours of childminding (Documentation) 24/01/2011

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

- extend the range of planned activities that develop children's knowledge and understanding of the wider world
- further develop observation and planning systems placing greater emphasis on identifying next steps linked to all six areas of learning

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

The childminder demonstrates in discussion that she is well informed about safeguarding issues. She has relevant contact details to hand should she have concerns about the children in her care. The childminder is aware of the signs or symptoms that can indicate ill-treatment and she is ready to take prompt action if required. She shares information with parents so that they are aware of her responsibilities.

The childminder thoughtfully evaluates safety issues in the home and when she takes children on outings. She records her risk assessments and takes steps to maintain a safe home environment by actions which include checking smoke alarms, attaching socket covers in areas where children play and by making use of safety gates strategically placed to keep children safe. The childminder straps children safely in buggies and keeps them under her watchful eye at all times when they visit playgroups and other centres. She ensures that her toys and resources are attractive, clean and in good order. She arranges her home so that children have ample space to play and rest in comfort.

The childminder is eager to secure ongoing improvement in her work with children. She has a particular interest in, and extensive knowledge of, special dietary needs and the causes and management of skin conditions. She tirelessly explores the impact of nutrition on children's development and behaviour and she awaits places on courses which include food hygiene and behaviour management to support her in her work. The childminder maintains all of the required records and documents correctly and she keeps them ready for inspection at any time. However, her certificate of registration is kept in a file of information for parents and, due to an oversight; it is not displayed as required during her hours of childminding.

The childminder welcomes children of all abilities. She discusses children's individual needs with their parents and follows their instructions about nappy changes, sleep and feeding routines with care and attention to detail. She expresses her willingness to take specialist advice and guidance from outside agencies if there is a need although she has not been required to do this up to the present.

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

Children are calm and happy in the care of the childminder. They show in their relaxed body language that they feel safe and secure in her care. They are confident and eager to explore their surroundings and they clearly enjoy the company of the childminder's own children. The childminder recognizes when children indicate their need for sleep, food and drink and she attends to their needs promptly. They settle easily to sleep and awake refreshed. Children snuggle

up to the childminder and take their feeds well showing that they are content.

The childminder actively promotes the development of children's speech and understanding by talking to them as they play. Children respond and vocalize in their own way with little gurgles that signify their enjoyment when they are playing. They have free access to battery operated toys that make noises and have flashing lights that are activated when balls are inserted and they find them attractive and entertaining. The childminder plans with care to encourage children's physical development. Children are eager to move about and explore their surroundings. She notes their progress towards developmental milestones in most, but not all, areas of learning. She places interesting things just out of their reach so that they have a reason to reach out and move about. The childminder records when children roll over, sit up, wriggle and crawl and she shares her observations with parents. The childminder provides encouragement and learning opportunities for children that help to develop their skills for the future in relation to early communication, early numeracy and information technology. She ensures that her toys and books reflect a range of diverse people. She takes children out every day to extend their knowledge and understanding of the wider world and to help them to become accustomed to meeting and playing with children and adults from diverse backgrounds. However, she has not planned or provided activities aimed at extending children's experiences of cultures and customs other than their own.

Children enjoy creative activities with the childminder sometimes at her home and more often at playgroups and children's centres. These activities include painting, sticking, model-making and exploring the properties of a range of media. They play with cornflour and gloop and have opportunities to dress up, join in singing and taking part in music-making activities.

The childminder provides a clean home environment for the children where outdoor shoes are not worn so that babies can play on a clean floor surface. She is very well informed about children's nutritional needs. Parents can provide food for their children if they wish or the childminder will provide food if they prefer. She demonstrates in discussion that she is well aware of the need for a balanced diet with suitable levels of salt, sugar and trace elements. She ensures that children go out and about every day to enjoy fresh air and healthy exercise.

## 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	3
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

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

<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	3
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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