

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY311582
<b>Inspection date</b>	13/01/2011
<b>Inspector</b>	Christine Stimson
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 2005 and lives with her son in a house in Morden Surrey. The premises are located close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for two children in this age group, one of whom attends on a part-time basis. The childminder offers overnight care for a maximum of two children. She also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from the local school and attends several childminder drop-in sessions on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are supported in their play and are making good progress toward the early learning goals. The childminder plans for children as individuals and children are happy and confident within a secure setting. Relationships between the childminder, the parents and other childcare providers are good. The childminder has started to self-evaluate her practice, but has yet to involve parents in this process. She is committed to continuous improvement and embraces training opportunities to improve outcomes for children. Children are safeguarded by the childminder who undertakes risk assessments on the premises and has sound knowledge of how to proceed if she has concerns about a child in her care. However, the childminder has not obtained consent from all parents to seek medical advice or treatment in an emergency; this is a breach of regulations. Recommendations from the last inspection have been addressed by the childminder.

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

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

- obtain written permission from parents of all children being cared for to the seeking of any necessary emergency medical advice or treatment
- 27/01/2011

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

- use experiences children bring from home as a starting point for their learning
- develop mathematical understanding through all children's early experiences including stories, songs, games and imaginative play.

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

The childminder manages her provision by maintaining documentation to safeguard children, but has failed to request every parent she works for to provide her with written consent to seek emergency medical advice or treatment. The childminder has attended child protection training and has a sound knowledge of how to proceed if she has a concern about a child in her care. Risk assessments are carried out on the outdoor and indoor environment, and for all outings undertaken with children. This supports children's safety.

The childminder has established caring relationships with the children in her care who are happy, confident and relaxed. Good relationships with parents have been established and the childminder regularly exchanges information both verbally and in a daily diary showing how she meets children's personal needs. The childminder has, in the past, established the same rapport with other childcare providers and outside agencies. Policies and procedures have been devised and these are shared with parents to ensure the safe and efficient running of the setting. The childminder embraces training opportunities to improve her practice and as a result outcomes for children are improved. Children play in a clean environment, using a range of good quality toys and equipment that are suitable for their age and stage of development. The childminder has a number of resources for children to access that reflect diversity and she ensures children attend a variety of venues where they mix with people from other cultures and of all abilities. The childminder has made a start on self-evaluating her practice, but has yet to ask parents' opinions. Since the last inspection the childminder has made improvements. For example, she now has a lock on the chest freezer which prevents children from opening it. She also keeps a copy of the London safeguarding procedures, together with essential contact numbers in her records to help safeguard children

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

The childminder plans activities for children, but does not do this in writing. She undertakes meaningful written observations on children's achievements and uses these notes to plan each child's next step of development. Children are planned for as individuals and the childminder offers all children enjoyable experiences. For example, children who are just beginning to crawl are encouraged by the childminder as she rolls a plastic ball with bells in it across the floor and verbally urges children to crawl towards it. Children enjoy this game, laughing and giggling as they follow the ball. Most play is child initiated with the childminder extending

learning as she joins children on the floor to play.

The childminder takes children to toddler groups to mix with others, the park to play on playground equipment, to farms to find out about animals and to the library to enjoy books. Children enjoy visiting these venues as they get an opportunity to play with children not familiar to them. Regular singing and signing sessions are attended where children learn Makaton signs to accompany their songs. The childminder currently finds out about children's abilities by undertaking written observations on them as they play. However, she does not establish from parents children's starting points to enable her to build on what children already know and can do. Activities planned by the childminder cover most areas of learning, but problem solving, reasoning and numeracy is an area of learning where there is little evidence to show children have explored number, shape or volume.

Children's health is promoted as the childminder makes sure children are taken out each day to get fresh air and exercise. Children eat healthy nutritious foods that are provided by the childminder or the parents, depending on the child attending. Children are taken to playgrounds where they access a range of age-appropriate equipment to develop their physical skills. Children are well behaved and if they are fretful the childminder offers distraction as a method of dealing with this. Children regularly attend childminder drop in sessions and this is helping them to join in, cooperate and share with others.

Children are learning to keep themselves safe as they experience routines of crossing roads with the childminder on school runs. They are taught to hold the childminder's hand if they are walking and are strapped into a pushchair at other times. The childminder uses designated crossings to help children learn about how to cross roads safely and she talks to them about the red and green man and when it is safe to cross. Children play in a safe environment where, as they get older, they help the childminder pick up toys to avoid tripping hazards.

## 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	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----