

## Inspection report for early years provision

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<b>Unique reference number</b>	109804
<b>Inspection date</b>	03/02/2011
<b>Inspector</b>	Marcia Robinson
<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 has been registered since 1998. She lives with her husband in the London borough of Greenwich. The whole of the ground floor of the premises is used for childminding purposes including bathroom facilities available on the first floor. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, of which three may be in the early years age group. She is currently minding one child in this age group and also offers care to children over five years. The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder promotes most aspects of children's welfare and development satisfactorily, although not all requirements are met, namely those relating to documentation and aspects of children's safety. Children are settled and enjoy their learning in this welcoming, inclusive home environment. Generally effective implementation of policies and procedures, and suitable relationships with parents ensure that the individual needs of children are met. Discussions with other childminders and a commitment to building stronger links with her childminding coordinator help to ensure continuous improvement.

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

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

- ensure that the accident record contains all the required details 17/02/2011
- undertake a risk assessment of the premises and ensure that all necessary measures are taken to minimise any identified risks both indoors and outdoors (Suitability and safety of the premises and equipment) (also applies to the compulsory and voluntary part of the Childcare Register) 17/02/2011
- carry out a full risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 17/02/2011

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

- ensure a full risk assessment is carried out for all outings

- develop the process for self-evaluation of practice to identify strengths and prioritise areas for improving the quality of the provision for children
- develop further observation and assessment systems to ensure a regular two way flow of information with parents, with particular reference to children's learning and development
- enhance children's awareness of their own backgrounds, religions and languages by increasing the range of resources provided.

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

The childminder manages her setting reasonably well. She demonstrates that she has suitable knowledge of safeguarding issues and most of the requirements are being met. She has a written procedure to complement this knowledge and easily accessible contact details should she need to make a referral. All adults within the home have undergone all checks to ensure their suitability, which further safeguards children. The childminder carries out risk assessments both in and out of the home and has taken reasonable steps to eliminate most risks to children on the premises. However, the gap in the fencing in the garden and the low level lock/bolt fitted to the toilet door poses elements of potential risk to children's safety. Suitable safety procedures such as maintaining close supervision of children is in place when going on outings and trips. However, as a full risk assessment for each type of outing has not been carried out, children's safety is potentially compromised. All of the required documentation that promotes the health, safety and wellbeing of the children are in place. This includes appropriate procedures to record medication, although accident records do not always include the time to promote children's health and to fully meet welfare requirements.

The childminder manages her time well and makes sound use of routines, accidental opportunities, resources and the local amenities to support children's learning. She demonstrates how she ensures that children using her setting have adequate space to move around freely and have access to a suitable range of age appropriate toys and equipment. Some resources are stored at a low level in containers or others are packed away and rotated on a regular basis, thus allowing children to have some level of independence. The childminder treats all children equally and with respect which creates an inclusive environment. She demonstrates an understanding of the importance of working with outside agencies with the intention of supporting children in her care. The childminder demonstrates she values the role of parents and encourages them to share what they know about their child, especially at the start of the placement. However, she is aware that this is an area for constant review. Although, the childminder feeds back verbally on a daily basis to parents about their children's day, including activities and routines, this information is basic and in regard to children's care and general achievements for that day. She is however, endeavouring to develop the two way flow of information to ensure parents and carers share the input into their child's daily care and progression. The childminder demonstrates that she is aware of the importance of working in partnership with others, through her commitment to develop systems of communication with the other settings that children may attend in the future. All recommendations from the previous inspection have been

positively addressed. This helps to promote positive outcomes for children. Through the inspection, the childminder was able to identify some of the strengths and weaknesses of her setting, prior to this she had not given reflective practice much thought. However, she does demonstrate a willingness to improve her practice through a variety of ways, such as up-dating her knowledge of Early Years Foundation Stage and seeking the views of parents and children about the service provided.

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

The childminder has a growing knowledge of the Early Years Foundation Stage, which she is starting to implement. A short induction period, including visits with parents, enables children to settle into the new environment. The childminder basically plans the activities she provides around children's interests and has a basic routine planned, including visits in the local community. She knows the children well and makes regular observations of their achievements, but does not yet link these to the six areas of learning or identify the next steps to effectively inform future planning. Children are happy, settled and overall they feel safe in the setting because they develop close relationships with the childminder and her family. They participate in the suitable range of activities provided, including making pretend cups of tea using the selection of role play resources available. Children are taken to the local childminding drop-in centre on a weekly basis where they have the opportunity to socialise with other children, have a view of the community and have access to media such as water, sand and creative activities such as painting. In the home some mark-making resources are freely available to children to support their literacy skills. Good use is made of the local area giving children a breadth of opportunities. An example of this is where they visit the Ecology park and the library where they have opportunities to learn about nature and develop a love of books. Children enjoy singing along to their favourite songs and their early language skills are fostered when the childminder talks to them as they play, and encourages them to try new words. They explore shape and develop their counting skills during everyday routines, such as counting how many buses when out walking or when they find the correct piece for their puzzle. The childminder has an adequate understanding of the importance of valuing diversity and supporting inclusion. This is less well supported by the limited range of resources available that reflect positive images of diversity. The childminder celebrates a few community festivals, when attending local drop in groups. However, the childminder has not fully established a system to ensure that children's individual backgrounds, language and other aspects of their culture are fully reflected and incorporated into the daily activities and resources.

Children are welcomed into suitably clean and well-kept premises where they have sufficient space to play. The childminders home is generally secure with appropriate procedures being in place for the collection of children, ensuring they are adequately protected. Children experience suitable levels of supervision and appropriate safety equipment is in place, although not all risks to children on the premises have been removed to ensure children are kept safe at all times. They

are kept safe on outings as they learn road safety procedures and understand simple rules, such as holding hands when crossing the road. However, the risk assessments for each specific outing in the local community such as to drop in groups and parks are not yet fully in place. Use of the garden and walks to the park where children can access large climbing equipment for balancing and developing their co-ordination skills, provide opportunities for healthy exercise to promote children's physical development. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Parents provide packed meals for their children. The childminder complements these with generally healthy snacks of fruit for instance. Children are beginning to understand simple health and hygiene practices. They wash their hands after using the toilet and have individual towels. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

## 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	3
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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 17/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 17/02/2011