

## Inspection report for early years provision

---

<b>Unique reference number</b>	128621
<b>Inspection date</b>	22/02/2011
<b>Inspector</b>	Rebecca Khabbazi
<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 1996. She lives with her husband, who she works with as her co-childminder, one child aged six years old and two teenage children. The family live in a four bedroom house in a residential area of Sydenham within the London borough of Lewisham. The downstairs of the house is the main area used for childminding. A garden is available for outdoor play. The family have a dog.

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 five children under eight when working on her own, and a total of eight children under eight years old when working jointly with her co-childminder. Of these, five children can be in the early years age range. There are currently five children in the early years age group on roll and the childminders also care for one child aged over eight years old.

The childminder is a member of the National Childminding Association. She has a relevant childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes children's welfare and development successfully overall. She offers a welcoming, inclusive home environment and works closely with parents to ensure she is familiar with children's needs. Children make good progress in the learning, given their age, ability and starting points. Together with her co-childminder, the childminder reflects on the service she provides and identifies areas for improvement. This ensures that the provision is responsive to the needs of the children who attend and their families.

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

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

- ensure the record of risk assessment so that it includes information about when it was conducted, the date of any review and any action taken following a review or incident (Documentation)

31/03/2011

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

- request written permission from parents to take children on local outings

- strengthen systems for observation and assessment by regularly following up and reviewing next steps, in order to track children's progress towards the early learning goals.

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

Children's welfare is effectively safeguarded. She has a clear understanding of her responsibilities towards the children in her care, attends relevant training and is familiar with the steps to take if she has concerns about a child. All of the documentation that promotes children's health, safety and well-being is in place and supports the smooth day-to-day running of the setting. The childminder makes regular checks of the home and garden as well as any outings, but at present the record of risk assessment does not contain all of the information that is legally required.

The childminder's home is well organised and welcoming, with a dedicated playroom and easy access to a variety of good quality play materials and resources. The childminder works closely with parents to make sure she has a thorough understanding of each child's backgrounds and needs. She adapts care where relevant, for instance when a child has additional needs, so that equality and diversity is successfully promoted. Parents are kept up to date through daily discussions and they have access to a good range of written information such as policies and procedures. All aspects of children's care have been discussed with parents, although written consent from parents for their child to go on local outings is not currently in place. The childminder is aware of the need to build effective partnerships with other providers where children attend more than one setting. The childminder and her co-childminder make use of contact with other providers and attending local courses to evaluate their own service and consider areas for future development. Actions taken are well targeted to lead to improved outcomes for children, such as increasing her childcare skills and knowledge through qualified training, or updating her policies so that all procedures are clear.

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

Children show a strong sense of belonging at the setting. They grow in independence as they help themselves to toys and play materials, and they move confidently and safely around the home. Children adopt simple good hygiene routines when they wash their hands before they eat, which helps protect them from the risk of cross-infection. They benefit from regular home-cooked meals and snacks that meet their nutritional need, enjoying some cheese and crackers or fruit for a snack. They enjoy regular physical activity as part of a healthy lifestyle, running around and using the equipment at the park or having a turn on the trampoline in the garden.

Children have good relationships with the childminder, who responds to them

warmly and knows them well. They take part in a wide variety of activities and experiences that support their development across all areas of learning. The childminder makes regular observations of their achievements, but next steps identified for children are not yet clearly followed up and reviewed in order to monitor children's progress. Children enjoy books and stories and they choose materials to draw, write and make marks from a wide variety available in the craft cupboard. They solve simple problems as they play, counting out how many pieces of pizza they made from the play dough or finding the correct piece for a puzzle. Children explore and investigate when they check the weathervane in their section of the garden, to see how much rain has fallen and what the temperature is today. They use their imaginations when they play a game with their dolls, sing songs or enjoy some music. Children are well occupied throughout the day. They benefit from a balanced routine and enjoy their time at the setting.

## 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	3
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	3

### 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	3
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
--	-----