

## Inspection report for early years provision

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<b>Unique reference number</b>	EY260237
<b>Inspection date</b>	01/03/2011
<b>Inspector</b>	Ann Moss
<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 2003. She lives with her husband and two children aged 12 and 13 years in Carshalton, Surrey. The whole of the of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register to care for a maximum of three children at any one time and is currently minding three children under five on a part-time basis. She also offers care to children aged five to 11 years. The childminder is also registered by Ofsted on the compulsory and voluntary part of the Childcare Register. The family have one rabbit and two guinea pig as a pets

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a warm, welcoming environment in which their uniqueness is recognised and respected. The childminder is developing her knowledge of the Early Years Foundation Stage learning and development requirements and observations of children's play and learning are mostly used well to inform practice. Most of the required documentation to promote children's welfare is in place. The childminder has begun to reflect on the service she provides; consequently the capacity to maintain continuous improvements is sound.

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

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

- keep children safe by ensuring that written parental permission is requested at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding) 23/03/2011
- keep a record of risk assessment, detailing when it was carried out, the date of review and any action taken following a review or incident (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register). 23/03/2011

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

- improve the daily record of children looked after by clearly showing the date and hours of children's attendance on the premises

- make sure the observations and children's assessments link closely to the planning and children's next steps, to challenge their learning and help them build on what they already know and can do.

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

The procedures for safeguarding children are satisfactory. The childminder has a range of written policies and procedures in place that underpin her practice, which are shared with parents. There are systems in place to record the individual needs of children together with their routine. This promotes inclusion and continuity of care resulting in children feeling safe and secure. She has an effective safeguarding children policy and understands the procedure to be followed if she had a concern about a child in her care. The childminder maintains an up-to-date certificate in first aid and medicine and accident records are suitably maintained; however, written parental permission for the seeking of emergency medical advice or treatment is not in place for all children. Children are well supervised and risk assessments are in place for the home and outings; however, the childminder is not aware of the requirement to keep a record of risk assessment clearly stating when it was carried out, by whom date of review and any action taken following a review or incident. The childminder maintains a record of children's attendance but the date and hours children actually attend are not clearly recorded. These are breaches in regulation and impact on children's safety.

The setting is suitably organised to support children's needs, for example, children move around freely and make choice about what they want to play with and the childminder is aware of children's likes and dislikes. Toys and resources, which are of good quality are rotated to maintain their interests and to support their learning and development. Children learn about the needs of others through their play and outings within their local community. The childminder observes and assess children in their play and makes some written observations about their development and records these in each child's folder in order to plan their next steps. However, these are not clearly linked to the six areas of learning, which prevent children from extending their skills.

The childminder has established suitable relationships with parents. Daily verbal and written feedback and text messages ensure that parents are kept well-informed about their child's activities and personal care routines. The childminder is aware of the benefit of establishing strong links with other professionals and with local community services and schools to ensure that children's needs are consistently supported by all those involved in their care and education. The childminder is aware of her strengths and weakness regarding the Early Years Foundation Stage requirements and hope to attend further training to support her development needs.

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

Children benefit from a warm, welcoming environment. They gain a sense of belonging through the educational poster and art work displayed for their enjoyment. The childminder offers children opportunities for creative play, such as painting, sticking and cookery. They show interest in a range of small world toys and particularly enjoy role play using their imagination well to sequence event that are familiar to them; for instance they attempt to put a nappy on doll and hold the doll reassuringly before gently laying it a cot with a cosy blanket. The childminder encourages children's language through conversation and extends their numeracy through questioning and counting practical activities, such as climbing a flight of stairs. She adapts her questioning taking into account their age and stage of development. Children enjoy positive relationships with the childminder and their peers, which help to support their emotional and social needs. As result, children behave well.

Children are happy and settled, and approach the childminder confidently to have their needs met, such as cuddle indicating that they feel safe. The childminder has a flexible routine to her day to ensure children can follow routines from home, but experience a variety of different opportunities such as visits to the park, soft play and local places of interest. Children enjoy opportunities for fresh air and physical play in the garden or park. They have access to drinks and learn about healthy eating through discussion with the childminder and the healthy meals and snacks provided by parents. Hygiene routines are promoted such as hand washing after using the toilet and before snacks, although children require prompting. Children are protected from cross-infection because they have their own hand towels and bed linen. Children learn about keeping themselves safe with regular reminders from the childminder about coming down stairs on their bottom, for example.

## 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. 23/03/2011

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. 23/03/2011