

## Inspection report for early years provision

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<b>Unique reference number</b>	159308
<b>Inspection date</b>	22/06/2011
<b>Inspector</b>	Lorraine Sparey
<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.

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## Description of the childminding

The childminder was registered in 2001. She lives with her husband and two adult children in the London borough of Wandsworth. The whole ground floor, first floor main bedroom and bathroom are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. A maximum of four children at any one time, of these three may be in the early years age group. There are currently four child in the early years age group on roll. The childminder attends local toddler groups on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and making steady progress in the childminders homely environment. She knows the children's individual needs well and provides appropriate care to meet them. The childminder has a basic knowledge of the Early Years Foundation Stage framework, however, her understanding with regard to learning and development is limited. Therefore, the systems for planning the next steps in children's development and involving parents in their learning are not fully effective to enable children to make maximum progress. Generally children's health, safety and well-being is appropriately supported. However, risk assessments for each and every type of outing have not been completed. This is a breach in the welfare requirements. There are some basic systems to monitor and evaluate the provision however these are not fully effective to enable the childminder to successfully identify areas that require development.

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

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

- ensure that a risk assessment is completed for each type of outing (Safeguarding and welfare) 01/07/2011

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

- review systems to observe and assess the children's progress to ensure that parents are involved in their children's learning and the information gathered is used effectively to plan the next steps in children's development
- review systems to monitor and evaluate the provision to ensure that a culture of reflective practice identifies areas that require developing to improve

outcomes for children.

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

Children are adequately safeguarded because the childminder demonstrates knowledge and understanding of welfare concerns. She has written policies and procedures to support her in her role in keeping children safe. Written risk assessments are completed with regard to the home and garden. Some of the outings have been assessed but this is not the case in all outings. This is a breach of the welfare requirements.

The childminder provides a homely environment where children can freely move and explore. There is an appropriate range of resources and play opportunities which the children may choose from. Toys are rotated to maintain children's interest. A good range of resources are available to promote children's awareness of the wider world. This enables them to value and respect differences.

The childminder has some systems to monitor and evaluate the provision however, these are basic and do not successfully identify areas that require improvement. The childminder acknowledges her awareness of the Early Years Foundation Stage requirements is limited and this is an area she would like to develop. For example, the childminder has attended a workshop with regard to completing observations and assessment but feels she would like to explore this more to enable her to effectively plan appropriate play and learning opportunities for the children.

The childminder develops positive relationships with the parents. She provides them with information about the service she offers. A written daily diary keeps parents informed, however, this generally relates to care and does not provide opportunities for parents to be fully involved in their child's learning. Parents wrote references as part of the inspection, all of which were positive. They felt the childminder communicated well with them. Several parents commented about how much they valued the childminder introducing them to other parents to enable them to talk about the service from a parent's perspective. The childminder has begun devising systems to share information with other early years providers and professionals if the need arises.

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

Children are happy and settled in the childminder's care. They participate in a range of age-appropriate activities both within the home and the local community. They have good opportunities to socialise with other children of similar ages at various toddler groups. Their physical skills are developing through visiting the local soft play area and park where they have opportunities to exercise and learn new skills. Children's language is developing because the childminder spends time narrating what they are doing, repeating simple words to encourage new words.

The childminder builds on children's existing knowledge and skills, for example, a child learns how to clap their hands together. The childminder introduces the song 'If you're happy and you know it', the child smiles and concentrates as the childminder demonstrates the various actions like clapping hands and stamping feet.

The childminder has a basic understanding of the Early Years Foundation Stage. She completes some observations and assessments to help her plan the next steps in children's development. However, at times the information gathered is not used effectively to plan the next steps to maximise progress for all children.

Children learn about healthy lifestyles through discussion and visits in the community. They generally follow appropriate hygiene practices such as washing hands before food. However, this is not always followed through particularly with the youngest children who require support. Children's awareness of supporting their own safety is developing. The Childminder encourages them to think about safety. They talk about road safety and being careful when in the home. Children practice the evacuation procedure enabling them to understand what to do in an emergency. Children's behaviour is appropriate for their age and stage of development. They benefit from the Childminder being a positive role model and her constant use of praise to develop their confidence and build their self-esteem.

## 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:	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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