

## Inspection report for early years provision

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| <b>Unique reference number</b> | 139644            |
| <b>Inspection date</b>         | 06/07/2011        |
| <b>Inspector</b>               | Christine Stimson |
| <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 June 1992. She lives with her three adult children in a residential road in Worcester Park, which is in the London Borough of Sutton. The premises are located close to shops, parks, schools and transport links. The whole of the ground floor of the childminder's home is used for childminding and there is a bathroom on the first floor. Children take their rest in a travel cot in the front room of the lower floor. There is an enclosed rear garden for outdoor play. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. 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 minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder takes and collects children from the local school and visits several toddler venues on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making satisfactory progress towards the early learning goals supported by a childminder who interacts with them as they play. The childminder has not embraced training opportunities to ensure effective continuous improvement of her practice. The childminder plans her day depending on which children are attending, but does not plan activities for individual children, nor does she assess the progress they are making in the Early Years Foundation Stage. Children's safety is appropriately supported, but the childminder does not have sufficient fire detection equipment. All actions and recommendations raised at the last inspection have been met, demonstrating some capacity to improve.

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

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

- ensure appropriate fire detection equipment is fitted and in working order, such as smoke detectors on each level of the home. (Premises, environment & equipment) 20/07/2011

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

- develop observation and assessments to identify learning priorities to plan relevant and motivating learning experiences for each child

- engage in regular cycles of planning and review based on children's next steps
- develop a culture of reflective practice and improve knowledge and understanding of assessment and the Early Years Foundation Stage framework through ongoing self-training and development and use of the Practice Guidance.

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

The childminder undertakes regular risk assessments on her indoor and outdoor areas to ensure children play in a safe environment. She holds a first aid qualification and has a well stocked first aid box which is easily accessible in the kitchen to deal with minor accidents. The childminder has devised a fire evacuation procedure and regularly practises this with all the minded children. This helps them to learn how to leave the premises quickly and safely. The childminder has items of fire detection equipment in her home but there are insufficient smoke detectors, which is a breach of requirements. The childminder has as sound understanding of the procedures to follow if she has a concern about a child in her care and keeps safeguarding procedures and children's services details within her documents for referral.

The childminder offers children a secure and happy environment to play. She has a wide range of resources for children to access and these are kept at child height to enable children to make a choice in their play. Some of the childminder's resources reflect diversity and this helps them learn about the wider world. The childminder has developed positive relationships with parents and other childcare providers. Policies and procedures are shared with parents at contract stage and they are given hard copies of key policies. Children's development folders are shared with parents each month and parents are asked to keep the childminder informed of what children are learning at home. Time is taken to talk to parents when they collect their child about how their day has been and to give details of how the childminder meets children's personal needs. The childminder has made links with the key workers and teachers at the other provisions children attend and finds out what they are learning there so she can build on this at home.

The childminder has limited has not embraced training opportunities to improve outcomes for children, but plans to improve this by accessing courses through the local authority this year. She has begun to update self-evaluation of her practice, but this is in the very early stages. Since the last inspection the childminder has made steady progress, demonstrating some commitment to continuous improvement.

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

Play activities are child-initiated and based on the resources they choose to play with. There are no planned activities for individual children, apart from outings and the occasional celebration of festivals. The childminder completes written observations of children's achievements as they play and some of these contain next step notes. However, she does not use these notes to help plan further activities for children to ensure their progress.

Children attend regular toddler groups with the childminder. Here they are learning to socialise, share and take turns. Regular visits to the park to play on age appropriate playground equipment help children to explore their physical skills. The childminder encourages children to use good manners using gentle prompts if they forget to say please and thank you. Young children are given pens and pencils to write and make marks under the supervision of the childminder. They are beginning to form the first letter of their name and can sound this out to the joy of the childminder. Children have access to a number of programmable toys and press buttons in response to the machines instructions. For example, a child is asked by the toy 'Can you press the number 1?' The child does this and the toy then plays a tune and the child gives herself a well deserved clap. Arts and crafts play an important part of the children's day and boxes of glitter, shiny paper and stickers are used by children to create pictures from their imaginations. The childminder plays a game with children to enable them to recognise the numbers on a card. Young children are able to recognise numbers from one to nine, out of sequence and later use their fingers to count the pictures on the cards. Children are well behaved and help with simple chores such as picking up toys before they go on an outing.

Children learn about keeping themselves safe as the childminder acts as a good role model, following routines of crossing roads at designated crossings and making children aware of the green cross code. Within the home a gate is kept up to prevent children accessing the stairs and locks are placed high up on doors to prevent children going into rooms that are not being used for childminding. Children are beginning to learn about good hygiene practice as the childminder follows routines of making sure children wash their hands before eating and after using the toilet. They are provided with paper towels to dry their hands and this helps prevent cross infection. Children are given food and drink either provided by their parents or by the childminder, who also makes sure children have plenty of water to drink to help prevent dehydration. Regular outings to parks and playgrounds ensure children have fresh air and this contributes to children establishing healthy lifestyles.

## 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

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| <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

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| <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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| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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| <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**

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| 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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