

## Inspection report for early years provision

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<b>Unique reference number</b>	EY345397
<b>Inspection date</b>	07/07/2011
<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 November 2006. She lives with two children aged 15 and 11 in a residential area of Battersea, in the London borough of Wandsworth. The premises is located close to shops, parks, schools and public transport links. The childminder's home is situated on the seventh floor of a block of flats and has lift access. The whole of the childminder's flat is used for childminding, except for one bedroom.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for six children in this age group on a part time basis. She also offers care to children over five years to 11 years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from the local school and attends several toddler venues on a regular basis. The childminder has a National Vocational Qualification at level three in Childcare, Learning and Development.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress towards the early learning goals as the childminder provides children with activities that stimulate and challenge them. Activities are planned for children based on the childminder's observations, but children's starting points are not obtained when they first start in her care. The childminder embraces many training opportunities to maintain continuous improvement and uses her knowledge to improve outcomes for children. Most regulatory documentation is maintained, but written consent to administer medicine to children has not been obtained. The recommendations from the last inspection have been addressed by the childminder, although diversity resources lack variety.

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

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) 21/07/2011

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

- use experiences children bring from home as the starting points for their learning to enable you to build on what they already know and can do
- help children become aware of, explore and question differences in ethnicity, language, religion, culture and disability issues

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

Children are happy and confident within a secure setting and relationships between the childminder, children and parents are good. Children's welfare is safeguarded as the childminder has a good understanding of her responsibilities with regard to child protection. She has updated her safeguarding knowledge and shares her policies and procedures with parents. A recommendation from the last inspection required the childminder to keep the Local Safeguarding Children Board guidelines on site and these are now in place for referral. The childminder has been vetted for suitability and she ensures children play in a safe environment. This is achieved by the childminder conducting regular risk assessments on her home and for all outings. The childminder teaches children how to cross roads safely and talks them through her house rules that are displayed in words and pictures. The childminder regularly practises her evacuation procedure with children to ensure they know how to leave the building quickly and safely. Most records and documentation are maintained to further safeguard children's welfare, but written consent to administer medication to children has not been obtained; this is a breach of regulations.

The childminder provides an inclusive service to all families and maintains positive relationships with parents. She has just started to evaluate her practice and has asked parents opinions as a start to this process. Positive comments show parents have a good rapport with the childminder, who spends time after each session telling parents how children's needs are met and talking about what they have been doing whilst in her care. Once a week the childminder and parents go through children's learning journey folders together to look at the progress children are making in their learning and development. The childminder is aware if children attend other settings she will need to make links with them to share development records and activity plans.

The childminder's commitment to continuous improvement is demonstrated through her attendance at training courses, designed to improve outcomes for children. The childminder provides children with a wide range of good quality and colourful resources that are suitable for their age and stage of development. Boxes of toys are frequently rotated and set out at child height, allowing children to make a choice in their play. Some of the childminder's resources reflect diversity. For example, children play with play figures that show disability and infirmity. At the last inspection the childminder was required to increase books that reflect diversity and now has many books that show characters from Africa and the Caribbean. However, many of the books reflect the cultures of the children attending and do not help them to learn about the wider world.

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

Children play in the main lounge of the childminder's home, freely accessing resources kept at child height, enabling them to make a choice in their play. They are secure and confident in the childminder's care and are treated with kindness and consideration. They play well together showing cooperation during games and activities and are learning to share and take turns. For example, children sit together take turns in putting shaped bricks into a pot, with the childminder close by counting them in as they go. Children enjoy playing with musical instruments and have many to select from. Once they have made their choice the childminder sings familiar songs to them and children have fun banging, shaking and making lots of sounds with them. The childminder uses lots of praise and encouragement as children play, prompting them and extending learning. For example, children choose some toy vegetables as part of their play. As they are selected the childminder names them and children repeat the words. The childminder then uses words like, juicy, nice and delicious in her descriptions; children repeat these words as they pretend to eat the vegetables. Children are introduced to simple technology as they access starter lap tops that do different things as they press the buttons. The childminder does not have a garden, but does take the children to the local park and to toddler venues. Here they experience age appropriate playground equipment, tricycles and sit and ride toys to help develop their physical skills. The childminder makes meaningful written observations and takes photos of children's achievements. She links these to the Early Years Foundation Stage and shows how she moves children forward to next steps. Plans are then made to develop learning for individual children. However, the childminder does not establish children's starting points, based on their interests and abilities, when they first come into her care.

The childminder makes sure children play in a clean environment where they gain an early understanding about what contributes to eating healthily. For example, children are given fruit for their snacks and have their hands washed prior to eating this. Individual towels are allocated to children in different colours to help recognition and this helps prevent cross infection. Children have access to fresh air on a daily basis as they visit parks, toddler venues and playgrounds. The childminder enables children to feel safe in the setting as she teaches them basic house rules designed to keep them safe. Children hold the handles of the buggy which young children are travelling in when they are out and about in the local community and the childminder makes sure she talks to children about safety boundaries. For example, children stop at roads whilst looking and listening and watch out for the green man at designated crossings.

## 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	2
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	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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

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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:

Met

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 shown in the early years section 21/07/2011