

## Inspection report for early years provision

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<b>Unique reference number</b>	EY420755
<b>Inspection date</b>	21/09/2011
<b>Inspector</b>	Mauvene Burke
<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 originally registered in 2004. She took a break from childminding and re-registered in 2011. She lives with her husband and their son aged 13 years in the London Borough of Wandsworth, close to schools, shops, parks and public transport links. The whole of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. The family has two dogs and two cats.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register 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 two children in this age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and at ease in the care of the childminder who knows them well. The childminder is steadily developing her understanding of how children learn through their activities, and they make sound progress. Systems for the childminder to self-evaluate her practice are not fully effective. Consequently, some requirements have been breached and opportunities for children to make independent choices in their play are limited. Partnerships with parents are in the early stages, and do not yet provide opportunities for parents to be involved in their child's learning. However, through peer support the childminder is able to demonstrate the ability to make continuous improvement

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

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

- complete an approved first aid training course by the 30/11/2011 (Suitable people) 30/11/2011
- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare). 05/10/2011

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

- develop the observation and assessment arrangements in order to identify learning priorities and plan relevant experiences for each child
- develop partnerships with parents and carers by involving them in their child's learning and development

- improve the environment to ensure that it is interesting, attractive and resources are easily accessible to every child so that they can learn independently
- develop knowledge of the Early Years Foundation Stage framework and the self-evaluation process to identify any gaps in provision and prioritise areas for future improvement.

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

The childminder has recently resumed childminding after taking a break and is still developing her understanding of the Early Years Foundation Stage framework. She demonstrates a suitable knowledge of safeguarding children and is aware of signs and symptoms of possible abuse. The childminder intends to update her knowledge through training. She shares her duty of care with parents and carers through providing them with a copy of her safeguarding policy. Risk assessments for the home are in place to ensure children's safety and well-being. However, she does not carry out a risk assessment before taking children on each new outing. This is a breach of requirements. All other required documentation is in place and these too are shared with parents and carers. Although the childminder demonstrates a sound knowledge of first aid practice, she does not currently hold a valid first aid certificate. This too, is a breach of requirements.

The childminder has a strong network of friends who are also childminders and who are currently offering their support to her. As a result, many of the activities that children participate in take place in groups in the local area. Children have access to sufficient toys but these are not easy for children to choose independently. This does not support children's independent learning. Children do, however, have access to a suitable play environment in terms of space and they have access to the garden. The childminder speaks to parents on a daily basis to pass on information about how children have been during their time with her. However, there are currently no strategies in place to help parents be involved in their child's learning. She is aware of the need to build relationships with other providers who are involved in the children's early years experiences and is starting to make links with the local school.

Inclusive practice is developing as the childminder uses skills and knowledge gained from past training to support all children. For example, she has attended training in signing and is aware of how this can help young children in their communication. Posters and resources are used to promote children's developing awareness of disability. However, the celebration and exploration of different cultures is limited in the setting; children develop their understanding of diversity at the local groups. The childminder has just begun to evaluate her provision and has yet to fully identify the strengths and weaknesses of her service. She recognises the need to develop her self-assessment systems and demonstrates a commitment to continuous improvement.

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

Children have formed firm and trusting relationships with the childminder and demonstrate confidence in this environment where they are able to move around safely and freely. Children are seen hugging and cuddling the childminder often and the childminder responds affectionately. The childminder has started to observe the children at play and has made some written and photographic observations of individual children. However, these are not yet linked to the early learning goals or used to plan for individual children's next steps of development. Children initiate their own learning through creative play by making and playing with play dough. They choose what colour they want the dough to be and choose their own cutters. They respond to the texture and smell when almond is added. They express themselves well, and when the dough becomes too wet the children refer it to feeling like a 'slug'. They make cookies from the play dough and place them on the 'baking tray' which is placed in the pretend oven. Once 'cooked', the cookies are shared out and the rest of the play dough is used to create a crocodile. These activities provide opportunities for children to use their imaginations and extend their language and communication skills.

Babies explore their environment by crawling around the room. They show an interest in the programmable toys around them that make sounds and enjoy looking at the pictures in the books whilst the childminder reads stories. They engage and respond in playful interaction with the childminder as she tickles them and lifts them up into the air.

Children are beginning to learn how to keep themselves safe. This is because childminder talks to them about the fire evacuation plan and has started to practice this with them to ensure they know what to do in an emergency. Children are aware that their 'meeting point' is at the front gate. Children are encouraged to wash their hands before eating and especially after touching the animals. They each have individual towels to limit the spread of infection. Children are offered a range of healthy snacks which they help to prepare raising their awareness of healthy eating. Food provided by parents is stored appropriately. The childminder is aware of each child's individual dietary needs and ensures these are met. Children are aware of the expectations of their behaviour as the childminder is firm but clear and has a consistent approach to the way she manages their behaviour.

## 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

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

<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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