

## Inspection report for early years provision

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<b>Unique reference number</b>	EY355444
<b>Inspection date</b>	03/12/2009
<b>Inspector</b>	Lorna Lorraine Hall
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2007. She lives in a flat with three children aged 11, 10 and six years old, in Pimlico in the London Borough of Westminster. The lounge is used for childminding. Children sleep in the spare bedroom. There is no garden but a park and play ground are nearby. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage and is effective in supporting children to achieve satisfactory outcomes. Children enjoy their learning, achieve well and show that they are developing a good understanding of how to keep themselves safe and healthy. The childminder has started to identify some aspects of her provision that she intends to develop further. Her commitment and plans for the future are a sound basis to bring about continuous improvements and outcomes for children.

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

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

- improve partnership with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care
- developed effective systems to ensure that the parents and children are meaningfully involved in the self evaluation process
- develop effective systems for parents to contribute to their children's next step
- ensure the children's attendance register is accurate

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

The childminder is focused on helping children to make progress in their learning and development and promoting their welfare. There is a strong emphasis on safeguarding. The childminder has attended safeguarding training and is fully aware of her responsibility to safeguard children's welfare and working with relevant agencies to protect children. She has clear comprehensive policies and procedures which are shared with the parents. Most of the policies are well maintained, however, the attendance register is pre-recorded. The environment both indoors and outside is subject to thorough risk assessments that ensure risks to children are minimised. However, risk assessments do not record when they are carried out and by whom.

The childminder provides a welcoming and well resourced environment which

enable the children to make independent choices to contribute to their learning. Children are familiar with the routines and demonstrate a strong sense of belonging. Activities are usually child lead to ensure children spend their time purposefully, but the childminder is on hand to give appropriate support. Such as helping the children to use cutting implements safely. She strives to provide a service that is inclusive for all children and their families. Parents are informed through a number of ways about the service she provides. For example, they receive copies of her policies and informal discussions where possible. Parents give information about their children on the initial registration form. But there are no systems for them to discuss their children's progress or contribute to their learning. The childminder is yet to introduce arrangement to foster links with other settings to fully promote continuity and progression.

The childminder has a clear sense of purpose about what she wants to achieve. Self evaluation is effective in identifying the key strengths and how she intends to build on these, but not yet focussed on the most significant areas in need of improvement. She is motivated to improve her childminding practice through ongoing training. She plans to meet with parents to discuss their children's achievements and become more involved with the children's learning. However, she has not yet developed systems to ensure that the parents and children are involved in the self evaluation process.

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

Children are making satisfactory progress towards the early learning goals. The childminder has a very secure knowledge and understanding of the Early Years Foundation Stage and is effective in supporting children to achieve. A systematic approach is used to make observations of the children as they learn through play. These observations and information obtained from parents about children's starting points are used to inform planning and the most effective way to support children as individuals to achieve their potential. As a result, children receive an enjoyable and challenging experience across the areas of learning.

Children are motivated and interested in a broad range of indoor and outdoor activities and take responsibility for choosing what they do. They are given support to participate in activities, first hand experiences and discussions, often making decisions about routines. This supports children to develop their independence, curiosity, imagination and concentration. Children are at ease when in their environment and confidently express their thoughts and feelings through words and art and craft activities. Everyday routines such as meal times and hand washing are used to extend children's language.

Children are becoming highly skilled in taking responsibility for their own safety and others. They are developing a very positive awareness and understanding of safety issues both inside and outside the home. Through clearly defined procedures such as the emergency evacuation of the premises and learn about road safety.

Children are beginning to show an understanding of the importance of maintaining a healthy life style from an early age. They follow good personal hygiene routines and show excellent understanding of healthy eating, making healthy choices at snack and meal times. For example, they help themselves to fresh fruit and ask for milk at snack time. Children have a positive attitude towards being active and enjoy visits to the local park.

Children display a strong sense of belonging and security. The childminder has a loving and caring relationship with the children. They are able to share their concerns and are beginning to develop knowledge of what is expected of them, but sometimes need gentle reminders. Children's understanding of diversity and difference is enhanced as they talk about going to France for holidays. Lots of artefacts from other countries are beautifully displayed on the wall and they enjoy a healthy diet which incorporates food from other cultures.

## 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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	2
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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	2
The extent to which children feel safe	3
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	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:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review 02/12/2009

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:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review 02/12/2009