

## Inspection report for early years provision

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<b>Unique reference number</b>	EY270777
<b>Inspection date</b>	25/01/2011
<b>Inspector</b>	Liz Caluori
<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 has been registered since 2004. She lives in Herne Hill, in the London Borough of Lambeth with two of her children, both of whom are adults. Childminding generally takes place on the ground floor and the first floor bedrooms are used for children to sleep. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age group. There are currently seven children under eight years on roll, of whom five are in the early years age group. Children attend on both a full and part-time basis and the childminder also cares for children over eight years after school.

The childminder is accredited with the nearby Jessop Children's Centre.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and learn in a safe, inclusive and child-centred environment. They make remarkable progress in their learning and development although the systems for observing and monitoring their achievements are still currently being refined. A good commitment to ongoing improvement supports the childminder to offer a service which is constantly evolving to meet the needs of the children and their families. In addition, effective partnerships with parents, carers and other professionals ensures consistency of care for the children.

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

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

- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises (Premises, environment and equipment) (also applies to the both parts of the Childcare Register) 17/02/2012

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

- extend the systems used to record children's achievements to more clearly indicate the rate and which they are progress in order to identify any gaps in achievement for individual children or across the group as a whole.

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

The childminder fully recognises her responsibilities to protect children and regularly attends training to ensure that she is aware of the potential indicators that a child may be at risk. She also has clear arrangements in place to report any concerns that she may have and to seek appropriate support. The childminder has completed a risk assessment of her home and a range of outings local groups and parks which are regularly visited. However, these do not meet the requirements of the Early Years Foundation Stage as they have not been appropriately signed and dated and have not been regularly reviewed.

The childminder is; however, able to demonstrate a sound knowledge of each child's abilities and levels of understanding regarding safety. She has put in place a range of precautions such as gates to restrict access to the stairs and is also aware of the need to promote children's independence.

The childminder has effective arrangements in place to observe children's progress and makes records to share with their parents and carers. As a result she demonstrates an extremely good understanding of their individual personalities and preferences. This allows her to plan activities and experiences which she is confident children will enjoy. She is highly skilled at building on their interests to extend their learning but does not routinely identify specific next steps for each child or link their levels of achievement with the Early Years Foundation Stage guidance. Therefore, whilst children are all making excellent progress, the childminder does not have a system in place to support her to monitor that she is offering an equal amount of challenge in each area of their learning.

The childminder skilfully evaluates her service in order to identify areas for improvement and takes into account the views of parents, carers and children. She keeps her knowledge of child development and childminding practice up to date by attending training courses and liaising with local authority advisors and other childminders.

Children play with a good range of resources which are well maintained and appropriate for their ages and stages of development. These are very attractively presented and stored at a low level so that children can select items independently. Space is well used to allow children plenty of room to engage in their chosen activities. Children are also supported to respect others and to value diversity. They take part in discussions and activities which help them to learn about people from different parts of the world as well as looking at a selection of cultural and religious celebrations. Good arrangements are also in place to support children with special educational needs and/or disabilities and those with English as an additional language.

The effective relationships in place with parents and carers support the childminder to identify and meet children's individual needs. Similarly, positive partnership working with other early years settings attended by the children help to ensure

that the care offered is consistent and coordinated.

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

Children make outstanding progress in their learning and development as a result of the very high expectations of the childminder and the excellent quality of her input. She is extremely skilled at engaging children in activities which they consider to be fun but which are also very directly promoting their understanding of concepts such as number, colour, shape and size. An example of this includes a fishing game, using rods fitted with magnets, to collect rubber ducks. The ducks are different colours and sizes and the children very confidently count them out, in excess of 20, and sort them into groups. Children's abilities in this area far exceed the general expectations for their age. Children make similarly impressive progress in their language and literacy. They love listening to the stories read by the childminder and use lovely story-telling language as they join in, predicting what is going to happen next. Activities such as planting and growing seeds support the children to learn about the natural world and they also have regular use of computerised equipment which helps them develop their ICT skills. Children's creativity is also very well supported as they engage in role play games, sing songs and art activities. The childminder also makes very good use of groups and facilities nearby to offer a greater range of experiences to the children.

Children learn about the importance of adopting healthy lifestyles. They regularly play outside in the fresh air and have lots of opportunities to take part in physical games. Good focus is placed on helping children to develop their personal hygiene practices and they are becoming very independent in their toileting and self-care. Children are provided with very nutritious snacks and meals and are encouraged to try new and interesting foods. Menus are carefully planned to reflect their likes and dislikes as well as any dietary restrictions. Drinks are constantly available for children to access independently.

Children demonstrate a strong sense of security in the childminder's care, approaching her readily for support and attention. They understand the boundaries and routines and move safely and sensibly around her home. They are supported to learn how to keep themselves safe through conversations and practical skills such as safe road crossing. Children are polite, friendly and generally demonstrate very good social skills. This, along with their excellent levels of achievement, prepares them well to face the challenges of the future.

## 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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	1
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:

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:

- take action as specified in the early years section of the report (Premises, environment and equipment) 17/02/2012

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:

- take action as specified in the early years section of the report (Premises, environment and equipment) 17/02/2012