

## Inspection report for early years provision

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<b>Unique reference number</b>	140038
<b>Inspection date</b>	06/03/2012
<b>Inspector</b>	Clare Stone
<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 was registered in 1998. She lives with her husband and one adult son, in the Borough of Lambeth. They live in a four bedroom, semi-detached house. The whole of the ground floor, with the exception of the dining room, is used for childminding. The conservatory and large kitchen are the main areas used for play. The lounge is used for quiet activities such as book reading and watching the television. There is also a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of six children aged under eight years, of these three may be in the early years age group, at any one time. There are currently five children on roll, two of whom are in the early years age range. The childminder walks or drives to local schools to take and collect children and attends local parent and toddler groups. The family has a pet dog and canary. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory.

The childminder has a sound knowledge of the Early Years Foundations Stage. She provides some fun and stimulating activities that allow children to explore and investigate their surroundings. There are systems in place for observing children's achievements; however the childminder does not always plan successfully for the next steps of children's individual learning. The childminder reflects on her practice and shows a sound capacity to maintain continuous improvement. Engagement with parents is satisfactory and helps the childminder to support children's individual needs and provide consistency of care.

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

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

- make ongoing observational assessments of each child's achievements and interests and use them to provide relevant and motivating learning experiences that meet children's individual needs
- develop further the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

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

The childminder has a sound awareness of safeguarding matters and knows the local child protection procedures to follow in the event of any concerns about a child in her care. She has a clear safeguarding policy to reflect this. The childminder completes risk assessments, and children regularly practise fire drills with her to ensure they know what to do in the event of a fire. Children learn about road safety while going on walks and know to help tidy away toys to stop themselves from falling over and becoming injured.

The childminder provides a varied range of activities and experiences that the children enjoy. She knows the children's interests and incorporates these into her planning. She observes what children do and keeps records of their achievements. However, she does not always evaluate the information she gathers and use it to plan for the next steps in their learning. As a result she does not know if there are any gaps in the children's learning and if the activities offered are sufficiently challenging. The childminder recognises that she would benefit from training in observation, assessment and planning. She reflects on her practice and is able to identify some of her strengths and areas for development but has not considered the benefits of using self-evaluation regularly to monitor the effectiveness of her provision. She has taken action in response to the recommendations made at her last inspection and shows a commitment to further improvement.

All resources are well maintained; they are cleaned on a regular basis and thrown away if broken or dangerous. They are age appropriate and children can choose what they want to play with. The childminder is keen to follow the children's interests and asks them what they would like to do. The childminder is taking reasonable steps to ensure her resources and environment are sustainable. She talks to the children about recycling and how it impacts on the environment

Equality and diversity is promoted and respected satisfactorily. Children are treated as individuals and the childminder has a good knowledge of each child's background. The childminder uses resources with positive images of diversity to help children to learn about their local community and wider world. They celebrate festivals and the children visit the local library for inspiration for associated topic work and use books to ensure they understand the elements of the festival they are celebrating.

The childminder communicates with parents on a daily basis to help support the children in her care. She is fully aware of confidentiality and stores her records accordingly. The childminder always seeks parental permission first to ensure they are happy and comfortable with what activities she is planning. The children's records are always available to their parents and care diaries are shared daily so parents are informed about their child's day. The childminder understands the importance of working in partnership with other settings or outside agencies involved in children's care, to promote consistency in their care and support for learning. Currently this does not apply to the children who attend.

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

Children play in a warm and welcoming environment with pictures of their work on the wall, giving them a sense of belonging. Although resources are available for children to choose what they would like to play with they are not set out attractively. Therefore, they do not always inspire children's attention. Children go on walks to the local park and the childminder understands the importance of outdoor play. She knows the children relish being outside and takes them on nature walks to look at the changes in seasons and they excitedly collect items to take home. For example; leaves, chestnuts and other treasured finds.

Children can access books and look at them independently. They are starting to learn skills for the future, such as playing with a children's laptop and using electronic toys to see how they work. They build on their social skills by attending local play sessions where they socialise with other adults and children and engage in different activities.. Children are actively encouraged to develop their communication and language. The childminder talks with them and shows a genuine interest in what they have to say. They are encouraged to learn colours, shapes and numbers and can see colourful posters relating to these. They count during their play and use mathematical ideas as they construct towers and delight as they knock them down. They enjoy creative activities such as painting and sticking, music and dance. They really enjoy cooking activities and show off their creative skills as they decorate their gingerbread people. However, the weaknesses in the childminder's planning means there is no monitoring to ensure that activities cover the six areas of learning sufficiently and that children are progressing to their full potential.

Children are polite and behave well. They are learning to share and the childminder supports their self esteem by giving praise freely. This helps build self confidence and children show they feel at home here. Children are given good support in developing and understanding the importance of adopting a healthy lifestyle. They are provided with hot meals and children's dietary needs are being met. Children routinely wash their hands before eating and visiting the toilet and know why this is important. Children who are unwell do not attend to minimise the risk of cross-infection. The garden is well used to enable children to enjoy fresh air, physical exercise and exploration.

On the whole children are broadly content, settled and willing to take part in activities. Children are forming steady relationships outside the home and respond to their peers in a positive and happy manner.

## 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	2
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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