

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY277598        |
| <b>Inspection date</b>         | 01/03/2012      |
| <b>Inspector</b>               | Patricia Edward |
| <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 registered in 2004. She lives with her adult son, who is also a registered childminder, in the London Borough of Lambeth. The whole of the ground floor, first floor bathroom and master bedroom are used for childminding purposes. There is a fully enclosed garden available for outside play. The childminder takes the children to the park and library. The family have a pet cat.

The childminder is registered to provide care for four children under eight years; of these, not more than three may be under five years, and of these, not more than one may be under one year. When working together with another childminder from the same premises, they are registered to provide care for eight children under eight years; of these, no more than six may be in the early years age range, and of these, not more than two may be under one year. There are currently six children within the early years age group on roll attending on a full- and part-time basis. The childminder supports children who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her co-childminder provide a warm, comfortable home environment for the children. She enables them to make good overall progress in their learning, through thoughtfully planned play experiences and through outings in the local community. She has built up successful relationships with the parents overall and is developing partnerships with other settings children attend. She respects and values the uniqueness of each child well overall to provide an inclusive service in which children of all abilities are welcomed. The childminder works closely with her co-childminder to maintain continuous improvement to the childminding service, through attending training and the effective use of self-evaluation.

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

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

- improve assessments of children's progress by obtaining information on what children can do at home as a basis to start future observations to meet children's individual needs
- show particular awareness of the needs of children learning English as an additional language. Use their home language when appropriate within the

setting.

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

The childminder demonstrates a good awareness of child protection issues. A number of policies and procedures are in place to help ensure she fosters children's safety and well-being effectively. She is very clear about her role and responsibilities to record and report any concerns to the appropriate agencies with regards to child protection issues. All the members of her household have completed appropriate Criminal Record Bureau checks. The childminder takes the lead in conducting regular risk assessments and daily checks of her home, garden and outings. Fire safety equipment is in place and children practise fire drills on a regular basis. The childminder shares documentation, policies and procedures with parents and uses these effectively to support children's health, safety and welfare. The childminder, in partnership with her co-childminder, uses effective self-evaluation systems to look at her strengths and areas to improve, and takes action to continually enhance outcomes for children. The childminder and her co-childminder have addressed the recommendations raised at previous inspections. This has resulted in many improvements with regard to safeguarding and ensuring children's welfare. Improvements have been made to documentation, which is now reviewed regularly to ensure its effectiveness.

The childminder's home is welcoming and child-orientated. She plans the playroom very well to meet children's needs with space for them to play, rest, and eat safely and comfortably. A good range of play materials and equipment is available. These are stored at children's level in the playroom, which enables children to select what they want to play with. She displays a range of posters and labels in the area at child height to further encourage children's self-esteem, learning and interests. She is proactive in meeting the individual needs of the children in her care and she helps them to observe and respect diversity.

The childminder is in the process of developing firm links with local schools children attend to make sure that the activities she provides support their learning. Through questionnaires, parents comment very favourably on the standard of care that their children receive. They compliment the childminder on the good quality information that she shares with them about their child's care, development and learning needs. The childminder knows the children she is caring for well and plans activities and play experiences that reflect their individual interests and patterns of attendance. The childminder also works closely with her co-minder.

The childminder records her observations of children during play and identifies their next steps for their learning. She informs parents well about their children's development. However, the childminder does not seek information relating to children's starting points to accommodate their interests and promote their well-being from the start of their placement.

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

Children's have strong support for their care and learning because the childminder has good understanding of child development and of the learning requirements. The range of activities help them make good progress in all areas of learning and they develop skills useful for future learning. Celebrating a range of festivals enables the children to learn about different values and beliefs and the childminder shares her culture effectively. Children who learn to speak English as an additional language are developing well. However, the childminder does not reflect their first language within the environment to fully reinforce identity and self-esteem. Children learn about keeping safe as the childminder discusses issues with them. For example, they are aware they must hold hands when on outings and only cross at traffic lights when the man is green.

Children develop healthy lifestyles. The childminder takes the lead in planning varied and healthy, balanced, home-cooked meals. They eat their food with enthusiasm saying 'Yum' when asked if it is nice. All meals provided take into account children's dietary needs. Robust systems are in place to manage and reinforce this. Children develop an excellent understanding of the benefits of healthy food and their visit to a local farm reinforced their knowledge. At the farm children picked fresh fruit and vegetables directly from their source. They found out how strawberries, apples, plums, corn and potatoes grow. The regular use of the garden, children's centres and walks in the local community ensure children have daily access to fresh air. These outings also enable children to actively develop their physical skills as they ride bikes, use the slide and climbing equipment.

Children have daily opportunities to be creative as they make marks using play dough, make self-portraits on paper plates, and create Chinese dragons. Their work is on display in the playroom area and they receive praise and encouragement throughout the day. This helps children develop good levels of self-esteem. The childminder acts as a positive role model by talking calmly and politely with the children. She constantly praises them for good listening. Children learn to share and take turns to help them play co-operatively.

## 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

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| <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

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|--|---|
| <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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|--|---|
| 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

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|--|---|
| <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**

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| 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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