

## Inspection report for early years provision

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<b>Unique reference number</b>	EY436823
<b>Inspection date</b>	12/03/2012
<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 was registered in 2011. He lives with his wife and their two sons aged three years old and 14 months old. They live on the first floor of a purpose built block of flats in the Clapham South area, in the London Borough of Wandsworth. It is situated close to Clapham Common, shops, schools and good public transport links. Children have access to the living room and to the two bedrooms. There is access to a lift.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. He is registered to care for a maximum of three children under eight years at any one time, no more than one of which may be in the early years range, and none may be under one year. The childminder is currently minding four children in this age range, all of whom attend on a part-time basis. The childminder's wife works as a co-childminder during school holidays only. The childminder collects children from the local school and attends a toddler group on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development through having a suitable range of activities and resources. The childminder mostly promotes children's welfare, including safeguarding arrangements. However, he does not routinely keep attendance records up to date and he has not completed the required training course as part of his introduction to childminding. The childminder has generally positive relationships with parents but does not involve them fully in their children's learning. Although he is aware of the value of working in partnership with other providers and agencies, there are no links in place to support continuity in children's care and learning. The childminder demonstrates a satisfactory capacity for ongoing improvement, but self-evaluation is very much in the early stages.

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

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

- complete a training course approved by the local authority which provides support to childminders in meeting and putting into practice the requirements of the Early Years Foundation Stage (Qualifications, training, knowledge and skills) 26/03/2012
- keep a daily record of children's hours of attendance (Documentation) (also applies to both parts of the 26/03/2012

Childcare register)

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

- provide opportunities for parents to contribute to their children's developmental record in order to engage them in their children's learning
- develop partnerships with other early year providers to support continuity and progression in children's care and education
- improve observation and assessments to consistently identify learning priorities to plan relevant and motivating learning experiences for every child.

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

Children are suitably safeguarded as the childminder has an adequate understanding of his role and responsibilities to protect children from harm or neglect, and how to pass on concerns appropriately. He minimises potential risks and knows how to keep children safe. He has developed a risk assessment for use in the home and on outings. While most of the required documentation is in place, the childminder does not ensure that an accurate record of children's hours of attendance is maintained which is a breach of requirements. The childminder has not yet completed the required training course approved by the local authority, which will help to put into practice the requirements of the Early Years Foundation Stage. This is also a specific legal requirement.

The childminder's home is adequately maintained and offers ample space for children to move around freely and safely. Resources are easily accessible for children and are suitable for the ages and stages of the children attending. Outcomes relating to children's progress in relation to their starting points are satisfactory. However, observations and assessments are not conducted consistently to effectively monitor children's progress. Resources reflecting and promoting diversity adequately supports children's understanding and awareness of differences.

Levels of engagement with children's parents are satisfactory and they are satisfied with the service that the childminder provides for their children. A regular contact sheet which parents are given at the end of each day provides daily communication. This includes information about what children have done during the day. However, parents are not encouraged to be involved in supporting their children's learning and development by contributing to these records. The childminder is aware of the benefits of liaising with other providers and services, but these systems have not yet been developed. The childminder demonstrates a keen approach to securing steady ongoing improvement for the future. However, he has not developed a rigorous system to reflect on or evaluate his provision.

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

Children arrive happily and settle well in this environment. The childminder engages with the children well and ensures that planned activities are enjoyable for the children attending. Young children demonstrate that they are safe and secure because they confidently move around the childminder's home. They can often be found in another room exploring the resources and playing happily. The childminder has started to observe children during their play, recording some in a 'learning journal'. The childminder is beginning to consider and plan for their next steps in their learning but these systems are in the early stages and not consistently applied.

Children show an interest in looking at books and enjoy having stories read to them. They confidently select the books that they want to look at. They are involved in sensory experiences such as bread making where younger children can respond to what they see touch and feel as they prod the bread dough and gingerly taste it. During the same activity, older children are learning about measure and quantity as they work out the right amount of flour, salt and oil needed to make the bread. Older children engage in activities requiring hand-eye coordination and problem solving such as when they put the large pieces of the jigsaw puzzle together and show genuine satisfaction when they have completed it. Overall, the children are engaged in worthwhile activities that help to develop their skills for future learning.

Children are cared for in a clean and hygienic environment. They are protected from the risk of cross-infection because the childminder follows good procedures like hand washing after nappy changes and changing the nappy changing mat after each use. Children are encouraged to wash their hands before and after eating. Children enjoy healthy, home cooked nutritious meals that the childminder prepares. Access to fresh drinking water is available at all times. Children behave well and respond positively to the childminder's happy, yet calm and firm manner. The childminder demonstrates a clear understanding of effective behaviour management strategies; these will be reviewed, as children get older. Children learn about the local area when they go out with the childminder. They engage in energetic play at the playgroup and on the nearby common.

## 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:

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 (Records to be kept) 26/03/2012

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. (Records to be kept) 26/03/2012