

## Inspection report for early years provision

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<b>Unique reference number</b>	115912
<b>Inspection date</b>	13/03/2012
<b>Inspector</b>	Marilyn Joy
<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 was registered in 1984. She lives with her husband and teenage grandson in Brentford, Middlesex. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time; of these three may be in the early years age group. She is currently minding one child in the early years age group. The childminder walks or drives to local schools and pre-schools to take and collect children. The family has a rabbit.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in a welcoming environment where they feel confident and generally, positive relationships develop with parents. Children make steady progress in their learning and development. However, the childminder is not monitoring this effectively or involving parents in the process. Consequently, she is not always providing them with sufficient challenge or organising resources and activities to support their play and independence. Generally, the childminder's home is safe. However, she has not completed her risk assessments appropriately or implemented all identified safety measures. The childminder is keen to develop her practice. However, she has not fully developed effective self-evaluation methods to assist her in this process. She demonstrates a sound capacity overall to maintain continuous improvement.

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

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 27/03/2012
- ensure the safety and security of the premises, in particular, by ensuring that cleaning materials are inaccessible to children and the front door is secured (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 14/03/2012

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

- develop a system to evaluate all areas of practice in order to identify strengths and priorities for development that will improve the quality of provision for all children, particularly, regarding their learning and development
- review the organisation of activities and the environment to ensure that it engages children's interest, provides challenge in all areas of their learning and encourages their independence
- encourage children's recognition of their names and familiar words and letters, and provide materials outdoors for children to use mark-making in their play
- strengthen arrangements for observing and analysing what children can do, identifying their next steps for learning and monitoring their progression against the expectations of the early learning goals and involve parents in this process.

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

The childminder has a suitable understanding of child protection issues and knows what to do if she has concerns about a child in her care. Most documentation regarding children's welfare is in place and organised efficiently. The childminder has completed risk assessments of her home to help her keep children safe. However, she has not implemented all of the safety measures she identifies or recorded when she completes her risk assessment. These are breaches of specific legal requirements of the Early Years Foundation Stage. However, the childminder does not significantly compromise children's welfare because she is vigilant in her supervision of the children. For example, although cleaning materials are stored under the sink in a cupboard with a broken lock, the childminder does not leave children unsupervised in the kitchen. Additionally, the childminder does not always secure the front door, but checks children are not in this area. The childminder carefully considers safety arrangements when taking children on outings and trips to the local pre-school groups.

The childminder has been working with children for a number of years and has completed a relevant qualification in early years. She has a positive approach to improving her practice and is interested in further training. The childminder has addressed most of the recommendations raised at the last inspection. She has ensured that play equipment in the garden is safe and made some changes to the complaints procedure. The childminder identifies some areas for further improvement, such as updating her first aid qualification before it expires and increasing knowledge of child protection issues. However, she does not have an effective system for monitoring and evaluating all areas of her practice in order to secure on-going improvement. The childminder has a dedicated playroom; it is attractively set out with posters on the wall and a low-level worktop where children can sit for crafts. However, the childminder does not always organise her resources effectively. As a result, children are not fully encouraged to make choices, select activities for themselves and gain independence in their learning. The childminder

promotes equality and diversity appropriately, for example by providing some toys and activities that help children embrace differences in the world around them.

The childminder develops positive relationships with parents. She discusses her policies, procedures and routines with them and agrees arrangements for managing their child's care. She shares information at the end of the day about what they have been doing and the groups they have visited. The childminder liaises with parents regarding personal hygiene routines and behaviour so that they can work together. However, she has not fully developed systems to involve parents in children's learning. The childminder is aware of her responsibilities to work in partnership with other settings children attend and to develop strategies to support their individual needs. Currently, there are no children attending who need additional support.

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

Children are comfortable and at ease with the childminder. They attend adult and toddler groups most days with the childminder to extend their experiences and socialise with others in preparation for going to school. Children enjoy a good variety of crafts while they are there, such as painting, collage, exploring foam and manipulating the dough. The childminder encourages the children to make friends with others, dress-up and develop their play in the home corner. They also enjoy music sessions and learn many songs, which enhances their creativity. They have opportunities to explore a wider range of equipment and engage in physical play. Children learn about keeping themselves safe when they walk to groups or visit the park to feed the ducks. The childminder has clear rules for them to follow so that they know they must hold hands and stop at the kerb before crossing the road. Children learn about their local community and their environment during these outings.

The childminder offers a variety of activities in the home. Children complete puzzles of teddies and the childminder encourages the children to talk about what the teddies are wearing. The teddies have different facial expressions and the childminder encourages children to think about how they might be feeling. Children recognise simple shapes and identify which is the biggest. In the garden, children thoroughly enjoy playing with hoops. The childminder places them on the ground and children enjoy choosing a colour and then jumping from one to another. The childminder finds the skipping ropes and children make a good attempt at skipping. As a result, children are developing their physical skills. The childminder finds them a construction kit and they set out the different figures and build a house. However, children have few opportunities to direct their own learning or choose resources for themselves. The childminder has a good range available but she does not always present them effectively to challenge and fully extend children's learning. For example, she has a spelling book to introduce letters and numerals, and mark-making resources are available indoors. However, she does not fully extend children's learning outdoors, for example by having writing

materials, such as chalks, brushes or water, for children to use freely when they are playing. Although there are posters and a selection of books available in the playroom, the childminder does not introduce children to familiar written words to increase their awareness that print carries meaning.

Overall, children experience a sufficient range of activities and experiences to meet their needs and as a result they make satisfactory progress. However, the childminder's systems for observation and assessment are not fully developed to identify children's next steps in all areas of learning. This means the childminder does not always challenge children to achieve their full potential. The childminder is involved in children's play, which they enjoy. They benefit from the praise and encouragement they receive and the clear boundaries she sets.

Children's health, physical and dietary needs are securely met. Healthy eating is encouraged with the provision of fruit at snack time and nutritious sandwiches and yoghurt for lunch. Good hygiene routines are encouraged and individual towels are used to prevent the spread of cross infection. The childminder follows good hygiene routines and explains to the children, for example why she needs to clean the table before lunch. Children benefit from the positive relationships developed with the childminder. They demonstrate a strong sense of belonging in the way they smile and laugh with the childminder.

## 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

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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:

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 (Suitability and safety of premises and equipment). 14/03/2012

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 (Suitability and safety of premises and equipment). 14/03/2012