

## Inspection report for early years provision

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<b>Unique reference number</b>	107185
<b>Inspection date</b>	30/03/2012
<b>Inspector</b>	Marcia Robinson
<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 registered in 1992. She lives with her adult son in a three storey town house, situated in the area of Canada Waters, in the London Borough of Southwark. The living room on the first floor is the main area used for childminding, with access to the ground floor bathroom facilities. An enclosed garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three under eight, of whom all may be in the early years range. The childminder currently has three children on roll of whom two are in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder promotes most aspects of children's welfare and development, although one requirement is not met relating to records available for inspection. In addition observation and assessment systems are not fully developed. Overall, there are good systems in place to safeguard children and to promote their safety.. The childminder generally establishes positive relationships with parents and others to promote the children's care and education. However, she is yet to develop systems of working closer with other early years providers and to engage parents fully in their children's learning. Developments made since the last inspection are beginning to have a positive impact on the outcomes for children, which shows sufficient capacity for the childminder 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:

- ensure records are easily accessible and available for inspection(Documentation) 20/04/2012

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

- develop further the two-way flow of information with parents and other early years providers regarding children's starting points and ongoing progress and development, to promote a shared approach to children's care, learning and development
- develop further the use of observation and assessment to clearly identify how

children's "next steps" are used to inform future planning.

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

Children are protected well as the premises are secure at all times. This is supplemented with effective procedures for adults collecting children. The childminder has attended relevant safeguarding training and demonstrates a secure understanding of all associated issues. For example, she is fully conversant with the action she would take if an allegation was made against herself or a member of the household.. Most of the required documentation that promotes children's health, safety and well-being is in place. However, not all written parental consents, such as those for urgent medical treatment are available for inspection. Although this is a specific legal requirement of the Early Years Foundation Stage, the impact on children's safety and well-being is minimal. Risk assessments are carried out for both the home and for all outings and trips, which enables the children to be kept as safe as possible while in the childminder's care. In addition, the childminder has a range of safety equipment in place and conducts regular emergency evacuation drills with the children, which further promotes their safety. The childminder creates a welcoming, homely environment where resources and toys are well maintained and accessible for children, helping to promote their independence. Since the last inspection the childminder has attended a number of short courses to improve her childcare knowledge and the outcomes for the children. She has begun to monitor and evaluate the service provided by using the Ofsted self-evaluation form. For instance, the childminder demonstrates a clear vision for the future development of her service, which includes refurbishing the garden and achieving a recognised early years qualification. She is developing plans to continue to use self-evaluation as a working tool to drive further improvement as she demonstrates some awareness of her strengths and weaknesses. Consequently, actions and recommendations raised at the previous inspection have been addressed appropriately. This has a positive impact on keeping children safe and is raising their awareness of the wider community.

Equality and diversity is suitably promoted. Through discussion with parents and information gathered on the registration form, the childminder is informed of children's individual needs. In addition, children have access to a suitable selection of resources that are reflective of the wider community such as dolls and books. The childminder adapts care where needed. For instance, by learning key words in a child's first language so that individual needs are met and this supports an inclusive environment. Children benefit from the positive relationship that the childminder develops with their parents. Their views about the setting are shared through questionnaires and thank-you cards. Subsequently, positive responses are received. In particular, parents are pleased with the level of service provided and the experiences their children take part in. This is supported by the childminder who communicates with parents everyday through the use of a contact book and verbal feedback. In addition, the childminder has established initial links with other early years providers where the children attend. This dialogue ensures children's individual needs are met and supported appropriately overall. However, these

discussions do not focus sufficiently on a shared approach to promoting children's learning and development with parents and other early years providers.

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

Children are settled and happy and make satisfactory progress in their learning and development. This is because they are acknowledged and valued by the childminder which leads to them feeling confident and secure, within a consistent routine. As a result, children's behaviour is appropriate to their age and stage of development. The childminder has a developing knowledge and understanding of the Early Years Foundation Stage and implements it appropriately. She knows the children well and has started to observe what children know and do and link these to the areas of learning. Her system of assessment however, is not totally secure as she does not gain information that is sufficiently focused on children's development when they first start. As a result, children's achievements are not tracked effectively from their initial starting points and next steps in development are not effectively planned for. Opportunities for children to enjoy, achieve and develop skills for the future are satisfactory. Children are developing their early writing skills and have access to writing materials such as crayons, pencils and paper. They are developing their problem-solving skills, for example, they complete simple jigsaw puzzles, build and construct using different sized bricks and identify numbers up to eight during their daily play. The childminder helps children to enjoy their activities by being involved in their play. For example, extending children's learning by encouraging them to talk about what they are doing while playing with the bricks. Conversations between the childminder and the children encourage them to develop their communication and language skills and there is a suitable selection of books to help children develop an interest in reading. This is supported by weekly trips to the library to choose books and opportunities for children to enjoy their favourite songs and rhymes, such as "twinkle, twinkle little star". Toddlers use simple electronic equipment as they independently turn interactive toys on and off and the childminder encourages and supports them to do this. They also concentrate and persevere well as they press buttons on the xylophone, which starts a sound; they press this again to show that they know it will repeat the sounds they make, demonstrating play with a purpose. Consequently, children take part in a suitable variety of activities and experiences that support their development across all areas of learning.

Children are welcomed into clean and well-kept premises where they have sufficient space to play. The childminder implements satisfactory hygiene practices that help to protect children from illness and infection. This includes implementing a policy regarding children not attending if they are ill. Children adopt simple good hygiene routines when they wash their hands before they eat, and make healthy choices when they are offered their snack bar and fresh water to drink during their mid-morning snack. They have daily opportunities for large physical play. These include participating in outdoor play at local drop-in groups or playing outside in

the childminder's garden. In addition, they make trips to the local park where they have fun running around or developing their skills on the climbing frame. The children gain a good understanding of how to keep themselves safe. They move freely around the areas used for childminding because the childminder ensures all safety measures are in place along with effective risk assessments for the home. In addition, children play with toys safely and tidy them away after play. Their learning of how to stay safe is further extended through practising road safety when outdoors and they regularly participate in emergency evacuation procedures. The childminder holds a first aid certificate and is clear about the procedures for dealing with any accidents or illnesses. These measures positively safeguard children's well-being.

## 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	2
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	2
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:	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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