

## Inspection report for early years provision

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<b>Unique reference number</b>	107359
<b>Inspection date</b>	28/03/2012
<b>Inspector</b>	Rosemary Jawara
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1989. She lives with her husband and adult son in a semi detached house in Peckham, in the London borough of Southwark. The main areas used for childminding are the basement kitchen and lounge, one first floor bedroom and an enclosed garden. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children aged under eight years at any one time; of these, not more than three may be in the early years age group. There are currently two children on roll in the early years age group.

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

Overall the quality of the provision is satisfactory.

The childminder has a satisfactory knowledge of the learning, development and welfare requirements, although her interaction with children and planning for their learning priorities is not always effective. Consequently, children make adequate progress in their learning and development. Satisfactory partnerships with parents provide each child with the support they need to be included, although parents are not fully encouraged to participate in children's learning. Procedures to safeguard children are good and children show that they feel secure. Since the last inspection, the childminder has met all previous recommendations. Systems for self-evaluation do not identify all weaknesses, however, so the capacity to improve is satisfactory.

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

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

- increase knowledge and understanding of how to model being a creative learner, and further promote children's skills for their future lives
- improve the systems for observations and assessment to include parents' contributions and evaluate them effectively to more accurately plan relevant and motivating learning experiences for each child
- develop the use of self-evaluation to include parents' and children's views on the care and education provided, to further improve the quality of provision and promote better outcomes for all children.

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

The childminder is successful in implementing required policies relating to safeguarding and welfare, in her daily practice. Detailed risk assessment and

rigorous daily safety checks and procedures effectively minimise potential risks to children. The childminder's understanding of child protection procedures is secure. She is fully aware of what to do if she has concerns about a child; she has a comprehensive policy in place to provide further guidance. The childminder provides a clean, safe and suitable environment, which protects children's health. All required documentation is in place and this supports the efficient management of her practice. Children develop a good awareness of the procedures to follow in the event of an emergency evacuation.

The childminder adequately deploys toys and resources, so children make independent choices and become active learners. The range of books, dolls and learning opportunities reflects positive images of diversity and children's backgrounds, so they learn about other families and feel included themselves. The childminder provides a warm, welcoming and stimulating environment. She organises the routine effectively to provide children with daily opportunities to be indoors and outdoors. Children have plenty of space in which all play and explore equally.

The childminder builds positive relationships with parents, which provides her with a satisfactory knowledge of children's backgrounds and individual needs. However, parents do not consistently receive detailed information about their children's learning and well-being. There are limited opportunities for parents to contribute to their children's progress through the systems for planning, assessment and the development of the setting. The childminder provides parents with suitable information on her policies and procedures.

The childminder understands the benefits of working in partnership with other professionals in order to promote children's achievements and well-being consistently. She has suitable partnerships with external agencies and other providers, to ensure that children get the support that they need. These partnerships help to promote equality and satisfactory outcomes for all children.

The childminder has some appropriate systems to evaluate the provision, but systems are not sufficiently rigorous and she overlooks some weaknesses. She does not actively seek parents' or children's views either, to help drive improvement, although targets for the future satisfactorily identify some key areas of weakness. Plans for improvement generally build on her strengths, so she drives continuous improvement suitably overall.

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

Robust safety procedures help young children to become secure. Children develop a good understanding of how to stay safe; they receive good support from the childminder in moving around safely and independently. For example, children learn appropriate road safety measures, such as crossing roads at pedestrian crossings and holding hands while walking near roads. Furthermore, children display a strong sense of belonging and show that they are happy, settled and

confident in exploring the environment.

Children make a positive contribution and become confident in the setting through appropriate daily routines, in a well-organised environment. Young children's behaviour is suitable for their age and they learn to respect people who are different from themselves. Furthermore, daily trips to the local playgroup provide children with positive opportunities to play with children from different backgrounds.

Children receive adequate support in adopting healthy lifestyles. For example, they have unlimited access to fresh drinking water and they enjoy healthy and nutritious meals and snacks. Children enjoy a wide range of regular physical activities and plenty of fresh air through regular play opportunities in the outdoor play area. They develop some awareness of the importance of physical exercise on the regular trips to the local parks and daily outings to the local playgroup. Children develop an appropriate awareness of personal hygiene through daily routines.

Children show confidence in the setting and make their own choice of toys and resources. The childminder has some suitable systems of observation and assessment; however, she does not use these sufficiently to identify children's priorities for development in all required areas. This lack of accurate information means that plans for activities and learning experiences do not always extend children's learning effectively. In addition, the infrequent exchange of information with parents does not effectively support children in making good progress.

Children enjoy a selection of books. This helps to promote their communication, language and literacy skills while developing their knowledge and understanding of the world. However, the childminder does not consistently support young children in securing the skills they require to move to their next level of learning. She interacts suitably with young children during activities but does not sufficiently engage them in discussion or prompt their thinking in order to extend their learning as well as possible.

## 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

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	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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