

## Inspection report for early years provision

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<b>Unique reference number</b>	159674
<b>Inspection date</b>	25/04/2012
<b>Inspector</b>	Martha Darkwah
<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 2001. She lives with her husband and primary school aged son in the Soho area of the London Borough of Westminster. The sitting room and dining area on the first floor maisonette are the main areas used for childminding. Children sleep in a downstairs bedroom. There is no access to an outdoor area; however, the childminder takes children to local places for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for three children under the age of eight years, three of whom may be in the early years age range. The childminder is currently minding three children in the early years age group, who attend on part-time basis.

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

Overall the quality of the provision is satisfactory.

Children enjoy an adequate range of play experiences that support their learning and development. Although the childminder knows children well, the use of observations and assessment to monitor their progress is not yet robustly developed and implemented. Children make satisfactory progress in their learning overall, given their age and starting points, as their needs are suitably met. Good relationships are built with parents and result in clear communication; however, systems to involve parents in children's learning are still developing. The committed childminder has good experience of working in partnership with other professionals to promote consistent care for children. Although she understands the importance of reviewing provision and has satisfactory capacity to improve, she has not identified and implemented key areas for future development.

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

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

- develop the use of sensitive observational assessments to inform the planning of activities to enhance the learning and development of children
- strengthen opportunities for parents to contribute to their children's development to engage them in their children's learning
- develop procedures to promote reflective practice and self-evaluation to identify priorities for development to improve outcomes for children.

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

The childminder suitably understands her responsibilities relating to safeguarding and child protection issues. She is aware of the procedures to follow if she has concerns or in the event of an allegation being made. The childminder supervises children vigilantly and uses risk assessments soundly to make sure that children are cared for in a safe environment. She records and visually assesses risks to monitor all aspects of safety in the home and on outings, avoiding risks and removing potential hazards. The childminder has a suitable range of written policies and procedures to keep parents informed of her practices. For example, required records are in place to promote children's health and welfare.

The childminder reports that she welcomes visits from the local authority development worker to look at the strengths and weaknesses of her service. Although this helps her to reflect on her childminding provision, she is less proactive herself in targeting areas to improve. She has attended some training sessions since the last inspection and has plans to attend further courses, in order to develop her practice. The childminder demonstrates a suitable capacity to sustain ongoing improvement.

The childminder effectively helps children to learn about diversity and the wider world. She uses resources that show positive images of differences and plans a range of events and experiences throughout the year. She knows each child's unique needs well and makes sure that she reflects their interests in the range of toys and play materials available. However, she has not developed systems to monitor children's development, for example, through observational assessment to identify children's starting points and their next steps routinely. As a result, the current system is not successfully demonstrating robust monitoring of children's progress towards the early learning goals.

The childminder's home is welcoming and space is organised helpfully to enable children to play, eat and rest comfortably and safely. The garden is not available for use for childminding; alternative arrangements are in place for daily outdoor play, such as the walk to and from school and visits to nearby parks. The childminder provides a wide range of toys and play materials and some are set out for children to make choices and help themselves. She makes suitable use of local resources, regularly visiting the children's centre and childminding group to supplement the range of home-based play and activities.

The childminder has established good relationships with parents and she keeps them verbally informed about their children's well-being and development. They praise her and comment that their children love going to her home and enjoy being with her and her children. She shares information daily through discussion, use of emails and text messaging but does not involve parents well in children's learning or in evaluating the provision. The childminder has recent experience and demonstrates a positive attitude to effectively working alongside other agencies and specialists to meet the needs of individual children. No children currently attend other settings. However, the childminder understands the importance of

working in partnership to promote a shared approach to children's care and learning.

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

Children benefit from encouraging and friendly interaction with the childminder and enjoy a stimulating range of play experiences that reflect their individual interests. Children enjoy their time with her, are happy, settled and content. For example, they give the childminder spontaneous smiles and talk to her quietly during their play. Children are suitably developing skills for the future through their play and the friendly support they receive from the childminder. For example, they learn about information, communication and technology by routinely using interactive toys and objects, such as a mobile phone, headset and microphone.

Children behave considerately and are busy and interested in the toys and activities that are available. The childminder supports and encourages children as they play. She talks about what they are doing and asks questions to extend their play. The childminder provides children with toys that fit together, stack together and some puzzles which promote children's agility as they assemble the pieces. Children are aware of colours and shapes during play using resources, such as play dough, stencils and construction toys. Children learn about numbers and use some numerical language in play, for example, as they move to action songs, such as 'Sleeping bunnies'. They learn about counting as part of their daily activities through counting songs and number puzzles. Children have battery-operated toys, which they know will spring to life and interact with them when they press the right buttons, teaching them cause and effect. They are gaining a sound range of skills they will use in the future.

Children are learning to follow good hygiene procedures. They demonstrate a growing understanding of healthy eating, enjoying their snack of fresh fruit and healthy meals provided by their parents. The children currently attending bring meals from home and the childminder provides healthy snacks according to their individual dietary needs. They are developing a good understanding of healthy lifestyles; for example, they are encouraged to drink water and have access to fresh air and exercise regularly. Outings to places of interest, such as a farm and a science museum with activities, help to promote a healthy lifestyle and knowledge of sustainability. These trips also enable children to develop an awareness of their diverse, local community and provide them with opportunities to play in a larger groups, which supports their social skills.

Children gain a good sense of how to keep themselves safe, for example, as they undertake regular fire drills. The childminder is calm and pleasant in her ways of managing children's behaviour. As a result, children gain a sound sense of responsibility through recognising their own needs and those of others.

## 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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

### 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	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:	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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