

Inspection report for early years provision

Unique reference number	EY434587
Inspection date	04/05/2012
Inspector	Lorna Hall
Type of setting	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 2011. She lives with her husband, who works as her assistant and two school age children. They live in a ground floor flat in South Wimbledon, in the London Borough of Merton. The premises are located close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. Children go to parks and playgrounds for outside 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 a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. Currently, there is one child in the early years age range on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are broadly contented, initiate their play and relate well with the childminder. They enjoy learning about their local area and make sound progress in numeracy, communication, language and literacy. However, the systems used for observational assessment are not fully developed. The childminder has not yet established an inclusive self-evaluation process, although she demonstrates a satisfactory capacity to maintain continuous improvement. The childminder promotes children's safety soundly overall, although weaknesses in the risk assessment have resulted in a breach of requirements. Partnerships with other professionals and parents are sufficient in promoting the needs of the children.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment).
- 04/05/2012

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

- develop the systems for observations and assessments to consider information about children's starting points and to inform planning for children's next steps in their individual learning
- improve systems for self-evaluation to assess practice in order to identify

priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder understands her role and responsibilities to safeguard children's welfare. She has suitable procedures to follow, should she need to report safeguarding concerns. Written risk assessments are used. As a result, some potential hazards are identified and minimised to promote children's safety in the setting. However, the childminder has not made the necessary adjustments to the record of the risk assessment to ensure it covers aspects of the environment that need checking regularly. Some of the recorded detail is not consistent with the childminder's daily practices or equipment used.

The childminder engages suitably well with parents. She provides them with appropriate information about activities undertaken by their children through wall displays and examples of the children's work. However, parents are not yet fully involved in all aspects of their children's learning and development. The childminder shares her business arrangements, policies, and procedures with parents. She enjoys a sound relationship with parents and they in turn show their gratitude, for example, through thank you cards. The childminder's links with other settings such as schools help to promote consistency in care and education for children.

The childminder promotes equality and diversity soundly. She promotes children's awareness through discussions and the celebration of festivals, which helps them to learn about other cultures. The childminder's selection of resources promotes positive attitudes to diversity and differences. The childminder speaks several languages and supports children learning English as an additional language. Children have access to a range of resources, which are suitable for purpose. They generally access these independently. The childminder builds on children's interests and abilities, for example, by providing additional resources as they play to extend their learning.

The childminder identifies her strengths and some areas for development. However, she does not yet seek the views of parents or others to help her bring about improved outcomes for children. She shows a satisfactory capacity to improve the outcomes for children. For example, she accesses suitable training, which helps to improve her practice and the outcomes for children.

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

Children make satisfactory progress in their learning and development because the childminder knows them generally well and activities are based on their interests. The environment promotes children's learning through brightly coloured

educational posters and suitable play resources. Therefore, children generally initiate their play. The childminder offers a relaxed environment to children before and after school. Children are content and engage in activities appropriate to their age and stage of development. They use different textured paper to create collages based on their favourite story. Observation and assessment is in the early stages as children only attended one day a week. The childminder uses observation to identify what children can do. However, her systems do not take account of children's starting points to help plan the next steps in learning.

Children are secure in the environment and relate well with adults. They enjoy and achieve in their play because the childminder follows their lead. For example, she sits on the floor and helps the children to complete a matching and sorting game. Children are inquisitive and enjoy using language to obtain information. They learn to behave appropriately and take turns as they play. Their interest is sustained at activities through praise and encouragement.

Children enjoy outings in the local community, which promote their understanding of the natural world. Art activities enable them to learn more about the wider world, for example, as they learn about volcanoes. Children handle materials with increasing control, for example, as they use a small brush to apply glue. They make progress in communication, literacy, numeracy development and use their phonics knowledge to sound and pronounce words. They have lots of opportunity to mark make and label their artwork.

Suitable systems are in place to ensure children receive the correct treatment in an emergency or if they need medication. Parents receive information about the care and exclusion of children who are ill. This helps to minimise the spread of infection. Children enjoy fresh air during regular walks to school and visits to the playground. They show coordination as they climb playground equipment, which helps to promote their physical skills. Children learn about healthy eating and drinking. For example, the childminder talks to them about the importance of a healthy diet and the benefit gained. Children have easy access to drinking water during the session to keep them hydrated.

Children show they feel safe because they have close relationships with the childminder. They approach her and seek comfort if they need it. They move around confidently to select toys and activities. As a result, children make a positive contribution and develop appropriate skills for future learning. They take part in practising the evacuation procedures, although the childminder has not considered the benefits of recording these to aid future evacuations.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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:	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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