

## Inspection report for early years provision

---

<b>Unique reference number</b>	122941
<b>Inspection date</b>	12/09/2011
<b>Inspector</b>	Christine Stimson

<b>Type of setting</b>	Childminder
------------------------	-------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 1990. She lives with her husband and three adult sons in the London Borough of Wandsworth. She works at the home of another registered childminder in Tooting, in the London borough of Merton. The premises are located close to shops, parks, schools and public transport links. Children have access to the whole of the ground floor of the property and there is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. When working with another registered childminder they may care for a maximum of seven children under eight years at any one time, of whom no more than four may be in the early years age range. She currently cares for one child in the early years age group. The childminder is registered on the Early Years Register. The childminder is able to take and collect children from the local school and attends several toddler groups on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder meets children's welfare needs and they are making satisfactory progress in their learning, using a good range of resources. Observations and assessment are not sufficiently established to plan effectively for children's progress. Future plans are limited because the childminder does not self-evaluate her practice effectively and has only a basic knowledge of the Early Years Foundation Stage framework. She has recently begun to book training courses to update and improve her knowledge to bring about improvement. Partnerships with parents are sound, but they are not provided with the required information about the childminder's procedures, or involved in children's learning. Partnerships with other early years settings the children attend have not been fully established to ensure continuity and coherence in their learning and development.

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

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

- ensure parents are provided with the required information about the provisions policies and procedures (Safeguarding and Promoting children's welfare)

06/10/2011

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

- improve observations and assessments to cover all areas of learning to plan next steps for individual children, while involving parents in their child's continuous learning and development
- improve the systems to work together with other practitioners to support transition and consistency between settings
- develop a system of reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of the provision for children
- make use of training opportunities made available by the local authority and other sources as part of a programme of continual professional development to help improve outcomes for children

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

The childminder has an understanding of safeguarding children and knows how to proceed if she has concerns about a child in her care. She keeps a copy of the Local Safeguarding Children Board guidelines available for referral, but has not completed any recent child protection training. The childminder works in the home of another childminder and children play in a safe environment that has been risk assessed. The childminder also follows risk assessments for all outings with children. All adults living on the premises have undergone vetting procedures to ensure they are suitable. Children take part in regular evacuation procedures to help them learn how to leave the premises quickly and safely in an emergency.

The childminder has not attended further training or workshops to develop her understanding of the Early Years Foundation Stage framework, but has recently booked some courses to help improve her knowledge. The childminder has few written policies and procedures relating to her practice, but is unable to demonstrate how she provides the required information to parents. This is a breach of requirements. Regulatory documentation is in place and used to support her practice. The childminder shares her co-childminder's resources and children play with a wide range of age appropriate toys. These are stored at child height for easy access by children, who can then make choices in their play. Within these resources there are a number that reflect diversity and help children to learn about the wider world.

Liaison with other early years provision is minimal, although children's art work from the pre-school is exchanged. The childminder has built a rapport with parents. Initially, the childminder gains information from parents about their children's starting points and uses this information to build on what children already know and can do. However, this exchange does not continue in order to establish children's continued progress at home. The childminder lists the activities children have taken part in that day and shares this information with parents. The childminder has not sufficiently identified strengths and weaknesses or gained views of parents about the care and learning their children receive. She has made some progress since the last inspection, supported by her co-childminder, but has not addressed all the recommendations set. She has begun to book on training

courses to increase her knowledge. Consequently, her ability to maintain continuous improvement is adequate.

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

Children play in an environment where a variety of toys and resources are easily accessible to promote their independence. They have a close relationship with the childminder and are emotionally secure in her care. She is supportive of children as they play, sitting on the floor with them to support their experiences. She makes suggestions for activities, asking open-ended questions to help children think for themselves. Children use the garden freely and choose from a range of good quality outside toys like tricycles, sit and ride cars and scooters. This helps children to improve their pedalling and manoeuvring skills. Most play activities are child initiated, except for planned outings. Children are regularly taken to the park and to toddler groups to extend their horizons and learn about the wider world. During these outings children get to socialise with other children and learn to share and take turns. Children enjoy trips to the allotment belonging to the co-childminder and help to pick and dig up vegetables that are used in their food, which is home cooked. They grow tomatoes and know they will be eating these in a casserole with some chicken for their main meal.

Children have opportunities to play with resources that stimulate their imaginations. For example, the childminder sits on the floor and joins a child who has chosen some construction bricks and figures and has already set the two base units on the floor. The child and the childminder work together to make a zoo and as the child chooses animals and objects for her zoo the childminder asks her what they are. The child is able to name many of the animals and objects, but needs the childminder's assistance with others which she happily provides. The childminder has a selection of books children can look at and children enjoy sharing stories with the childminder who reads to them on request. As children tidy away toys for lunch the childminder discusses if toys are too big or too small to fit into the places where they are putting them and counts items into boxes to help children with their problem solving and number skills. All activities support children's learning so they make suitable progress. However, observations and assessment are not sufficiently established to enable the childminder to effectively plan for the next steps of children's individual development.

Children are beginning to understand how to lead a healthy lifestyle as they are given opportunities to practise skills on outside play equipment and spend time in parks and playgrounds. The childminder ensures children have healthy meals and plenty of water to drink across the day. Children are made aware of safety issues by the childminder who has practised the evacuation plan with them. She talks about crossing roads safely when on outings and has made children familiar with the school crossing patrol person at the designated crossing. Children are well behaved, polite and cooperative.

## 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	2
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
------------------------------------------------------------------	---

### 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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## 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:

- ensure parents are provided with copies of the written statement of safeguarding procedures (Providing information for parents) 06/10/2011

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 compulsory part of the Childcare Register (Providing information for parents) 06/10/2011