

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY382486      |
| <b>Inspection date</b>         | 16/07/2009    |
| <b>Inspector</b>               | Pamela Bailey |
| <b>Type of setting</b>         | Childminder   |

## 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.

## Description of the childminding

The childminder was registered in 2008. She lives in the London borough of Lewisham with her husband and three children, one aged eight years and two in their teens. The whole of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any one time. When working with an assistant, she is registered to provide care for a maximum of seven children at any one time. She is currently minding three children in the early years age range. She is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from local schools. She is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Well developed knowledge of each child's individual needs ensures that the childminder promotes many aspects of children's welfare and learning with success. The childminder creates a safe and welcoming environment where children develop a strong sense of security and make steady progress in their learning and development. The partnership with parents contributes significantly to ensuring that the needs of all children are met well, although the childminder has not yet developed links with others. She makes some use of self-evaluation to identify areas for improvement.

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

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

- develop the assessment arrangements and match these to the expectations of the early learning goals
- improve the range of resources to reflect positive images of disability
- develop links with others delivering the Early Years Foundation Stage
- develop systems to monitor and evaluate the quality of the provision

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action take following a review or incident  
(Documentation)

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## The leadership and management of the early years provision

The childminder has a good understanding of how children develop and learn. Daily routines allow children to experience a varied range of activities inside the

home. The childminder's home is well organised and equipped with easily accessible good quality resources. She interacts well with the children supporting their learning and helping them to feel secure and confident.

Parents are encouraged to settle their children. The childminder has good systems in place for parents to share information about their child's individual needs and contribute to an initial assessment of their child's achievements. This ensures that the childminder has a good knowledge of children's starting points in their learning and development and can build on what the children already know. The childminder observes children during play, notes what they can do and their next steps, but has not yet linked these to the expectations of the early learning goals. The childminder is not yet working fully in partnership with other providers to ensure that the educational programme she provides complements what children receive elsewhere, such as the local school.

The childminder has a positive attitude towards the development of her provision. She is committed to improving her knowledge in early years development and learning. For example, the childminder has completed all the required training and has enrolled to start working towards a professional qualification. However, there are no systems in place to effectively identify key strengths and monitor outcomes for children.

The childminder has secure knowledge and understanding of child protection issues and knows what to do if she had a concern about a child in her care. This promotes and safeguards children's welfare. The childminder is vigilant about safety and takes positive action to reduce risks and hazards inside the home but does not keep a record of the risk assessment.

## **The quality and standards of the early years provision**

Children are achieving because the childminder has a developing awareness of the Early Years Foundation Stage. The childminder confidently applies this in practice to support children's welfare, learning and development. She identifies children's needs and interests on an individual basis through regular observations. For example, the learning environment indoors and outdoors is accessible, safe and well adapted to meet individual needs. Children receive lots of warmth and affection. They respond effectively to the childminder's calm approach, praise and guidance. This supports their emotional well-being, gives them confidence to explore new experiences and develop good relationships. Children are developing an awareness and understanding of themselves. The childminder devotes uninterrupted time and follows their lead as they explore their surroundings. She playfully gives opportunities for children to have a choice from a good range of age appropriate resources, although none reflect positive images of disability. There is a strong focus on supporting children's language through talking, singing and responding to children's actions and gestures. For example, the childminder talks to babies about their own reflection in the mirror and what they see. The childminder is skilful in incorporating other areas of learning through identifying colours and introducing numbers. Children explore programmable toys. They learn to problem solve, respond enthusiastically to the different sounds and find out how

things work. Children have access to a good range of equipment that helps to develop their physical skills and move spontaneously within available space. Their good health is maintained through the nutritious meals and snacks. Fresh drinking water is available at all times and children can help themselves. Children are learning to keep themselves safe as they regularly practise emergency evacuation and learn about road safety.

## 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*

### Overall effectiveness

|                                                                                                             |   |
|-------------------------------------------------------------------------------------------------------------|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?                                                     | 2 |
| The capacity of the provision to maintain continuous improvement.                                           | 2 |

### Leadership and management

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|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?                                                                | 2 |

### Quality and standards

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|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?                                                            | 2 |
| How well are children helped to be healthy?                                                           | 2 |
| How well are children helped to enjoy and achieve?                                                    | 2 |
| How well are children helped to make a positive contribution?                                         | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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 that the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect, is in line with current guidance (Arrangements for Safeguarding Children - also applies to the voluntary part of the Childcare Register)

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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 section of the Childcare Register (Arrangements for Safeguarding Children)

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