

## Inspection report for early years provision

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<b>Unique reference number</b>	143660
<b>Inspection date</b>	28/06/2010
<b>Inspector</b>	Maria Therese Conroy

<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.

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 registered in 1994. She lives with her husband and an adult son, in the Hammersmith area of the London borough of Hammersmith and Fulham. The childminder uses the hallway and a dedicated room in the fourth floor flat for childminding. There is no enclosed garden for outside play. The childminder makes use of local facilities, such as parks, the library and toddler groups. The family pets include tropical fish and a Yorkshire Terrier dog.

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 three children at any one time. The childminder is currently minding two children full-time and one child part-time in the early years age group.

The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled, they are beginning to form positive relationships with the childminder and their friends. The childminder engages with children well, although she does not use information obtained to influence the planning for children's individual needs. The childminder works with parents and carers to meet the individual needs of the children who attend, although the systems in place for sharing information about their child's development are not fully effective. Overall, the childminder has made improvements to the quality of the service she provides since the last inspection; she has addressed all the actions identified, however, there is scope for further improvement.

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

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

- keep a record of the risk assessment undertaken on the areas used by the children, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 09/07/2010

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

- actively seek parents' views on all aspects of the care and education provided, to contribute to the process of self-evaluation
- develop the use of observations to analyse and use what has been found out about children to support planning for the next steps in their learning, using

- the practice guidance for support
- enhance the partnership with parents by sharing information about the Early Years Foundation Stage curriculum and devising a process for sharing information about each child's developmental progress
- enhance the complaints procedure to include the steps to take if a parent wishes to make a complaint directly to the childminder
- develop children's awareness of the wider world so they learn to value diversity in others, through the use of planned activities.

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

The childminder has a secure understanding of how to safeguard children and has a clear understanding of the signs and symptoms of abuse. A suitable safeguarding procedure is in place, which includes the contact details of the relevant authorities who need to be contacted in the event of a referral having to be made. The childminder has undertaken risk assessments on the outings undertaken by the children, fire and first aid, a record of which is available. The areas used by the children are made safe; for example, a stair gate prevents children from having access to the kitchen and plug sockets are covered. However, there is no record of the date and by whom this risk assessment has been undertaken. A written complaints procedure is in place informing parents how they can make a complaint to Ofsted; however, there are no clear procedures to explain the process for parents should they wish to complain directly to the childminder.

The childminder has the ambition and drive to make improvements and has generally addressed the weaknesses identified at the previous inspection. She has recently begun to complete the self-evaluation process; however, this is not fully effective as it does not identify all aspects of the childminder's practice. For example, the childminder has yet to develop a system to seek parents' views of her service. The childminder works with the early year's advisor which helps support her in improving the provision for the children. The childminder liaises with other professionals and implements ideas they have shared with her.

The childminder obtains information from parents enabling her to meet the individual needs of the children who attend. She has resources that reflect positive images of diversity, such as books and play figures; however, she does not plan many activities to enable children to learn about the community in which they live.

The children play in an extremely well organised play room; although it is small, children are able to self-select a variety of good quality resources in the playroom, most of which are at low level. They can see clearly what resources are available and they understand they have to put away one activity before they get out the next one, ensuring that toys and equipment are well cared for. Children confidently ask for their favourite activities which are readily available, for example, the home made play dough. The childminder supports children in their play, she sits with them and listens to what they have to tell her and asks them open ended questions to encourage their thought processes.

The childminder verbally communicates with parents, keeping them informed of their child's care and what they have achieved on a daily basis. She offers general advice to parents on care issues; however, she has yet to develop a system for informing them of the Early Years Foundation Stage curriculum. In addition, there are no effective systems in place to inform parents in relation to their child's developmental progress. Although the childminder has not had any new children recently, she has identified information she would like to obtain from future new children when they start to ensure continuity of care is provided. The childminder does have an area within the play area, where there is relevant information for the parent's, including the parent's poster and the certificate of registration. The childminder is aware of her role in relation to working in partnership with other professionals to meet the needs of the children in her care.

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

The childminder has a satisfactory knowledge of the Early Years Foundation Stage, however, she is not as secure in the implementation of the curriculum; as a result, there are some missed opportunities for learning, during the activities provided. Observations are undertaken on children, however; the childminder has yet to effectively analyse the information obtained and use the practice guidance for the Early Years Foundation Stage, to support and guide her in planning for children's individual needs. Therefore, some of the activities provided are not always aimed at the individual developmental needs of each child.

Children are confident and independent as they enjoy being able to make decisions about their learning as they self-select the resources they wish to play with in extremely well organised play room. They take part in a variety of creative activities such as, cutting shapes out of play dough. They make prints using a selection of 'stampers' and different colour paints. Children enjoy exploring books, they listen to familiar stories and they all join in with the story as the childminder reads it to them. Children have the opportunity to socialise with other children by attending a local toddler group.

Children are learning to keep themselves safe through daily activities, such as when they have to cross the road. They take part in fire drills regularly, teaching them how to safely get out of the building in the event of an emergency, which also enables them to get used to the sound of the smoke alarm. Children are learning through the use of resources such as books, how to keep themselves safe, for example, 'stranger danger'. Overall, very young children are starting to develop a sense of security and confidence within the setting, due to good interaction from the childminder.

Children are provided with food that their parents supply and the childminder ensures that children are regularly re-hydrated by enabling them to access their drinks independently. Practices for promoting good hygiene are acceptable; children regularly wash their hands after they use the toilet and messy play activities. Although the childminder does not have a garden, there are regular opportunities for children to take part in physical activities, for example, when they

go to the park and they walk to the local toddler group.

Children are secure in the setting and most are beginning to display a strong sense of belonging. They are happy and settled and generally display confidence and self-esteem. Children are beginning to form positive relationships and they develop skills working independently as well as alongside their friends. The childminder is confident when dealing with children's behaviour; she gives clear explanations as to the reasons why, which enable children to learn right from wrong. She also offers positive praise when they do well, for example, sharing the toys.

Children generally make reasonable progress in communicating, literacy, numeracy and skills relating to information and communication technology. They are beginning to develop cooperation skills and negotiate with their friends, through the daily activities provided.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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

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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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met