

## Inspection report for early years provision

---

<b>Unique reference number</b>	122869
<b>Inspection date</b>	08/09/2008
<b>Inspector</b>	Lindsay Ann Farenden
<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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 has been registered since 1977. She lives with her husband and two adult children in the Battersea area of the London Borough of Wandsworth. The whole of the ground floor area, including a playroom, is used for childminding. There is a fully enclosed rear garden available for outside play.

The childminder is registered to care for six children and is currently caring for three children aged under five years.

The childminder takes the children out to the library, parks, toddler groups and the local childminder group.

## **Overall effectiveness of the early years provision**

The childminder creates a safe and welcoming environment. Children make good progress in their learning because the childminder is very skilled at making sure that all children benefit from an exciting range of resources, activities and outings. The childminder is aware of the strengths of her provision and continually looks at ways of improving her childminding service and experiences for the children in her care. Regular discussions with parents ensure continuity of care and let them know how their children are progressing.

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

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

- carry out and record a risk assessment of each specific outing children are taken on

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

The childminder plans her time around the children in her care when they are present. The play resources are organised very well so children are able to move freely between the lounge, playroom and outside area, enabling them to continually explore and learn through play. The daily routine allows children to experience a varied range of activities in the home and develop their knowledge of the wider community. Overall, records, policies and procedures are used successfully, although risk assessments of outings are not written. The childminder continually evaluates her childminding service and has recently started to produce written activity plans for individual children. The childminder has improved her nappy changing procedures and carries out regular fire drill practices with the children to ensure that the recommendations at the last inspection have been met.

The childminder is committed to attending training to improve her knowledge and keep up to date on changing childcare practices. The childminder works closely

with the parents and shares information about their child's progress, outings and activities that have taken place, food intakes and sleep times. Parents are made aware that they are welcome to go on outings with the childminder and she is happy to provide advice to them on childcare. The childminder has a positive attitude to caring for children with learning difficulties and or disabilities and is committed to ensuring that she provides a fully inclusive provision for all children.

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

Children are provided with good opportunities to help them make progress in all areas of learning and development. The childminder knows each child's abilities and interests very well and uses this information to plan and provide experiences to support them in moving to their next stage of learning and development. Parents are kept fully informed of the childminder's observations of their child and of the activities planned to help them make progress.

Children's independence is actively encouraged as they freely make choices about what they want to play with, building on their natural curiosity as learners. The childminder is perceptive of children's interest during self-initiated play and skilfully adapts discussions and questioning techniques so each individual child's thinking and learning is fully challenged. Spontaneous role play, art and craft activities and singing songs with the childminder contribute significantly to children's creative development. Children use language well to express themselves with others as they play and enthusiastically discuss outings and their home life with the childminder. They enjoy mark making on the chalk board and using drawing materials. Children access an excellent range of construction resources which they use to build their own designs. Numeracy skills are developed as children enjoy counting objects with the childminder as they play and use problem solving skills as they complete puzzles. Children show great interest in using programmable toys which require them to press and turn buttons. Wheeled toys and outings to the park and children's centres, where they have large play equipment, gives children lots of opportunities to develop their physical skills. Their fine motor skills are developing well as they mould play dough and cut their own fruit at snack time. Children behave well because they are constantly engaged in purposeful play. They have high levels of confidence and self esteem as they receive constant praise for their achievements from the childminder.

The childminder has a good understanding of creating a safe and child centred environment in which children play and are cared for. Regular written risk assessments in the home take place to ensure hazards are inaccessible to children. However, risk assessments outside of the home are not recorded as required by the welfare requirements of the framework of the Early Years Foundation Stage. Children are helped to keep themselves safe through simple explanations by the childminder, regular fire evacuation practices and learning how to cross roads safely. Children's welfare is safeguarded because the childminder has a good understanding of child protection and the procedures for reporting any concerns she has about a child. The childminder encourages children to be kind and caring and to respect each other's differences. Many resources reflect images of all aspects of society, which helps children to acknowledge and accept diversity. The childminder

is aware that some children may have learning difficulties or disabilities and would work with parents and outside agencies to ensure their needs are met and they are helped to make continual progress. Children's individual needs are taken into account, as the childminder to gathers details from parents about their child's likes, dislikes, interests, routines and any dietary requirements before they start. Children learn about healthy eating through being provided with nutritious foods and sometimes helping to prepare their meals. Children learn about their environment and the wider world as they visit local children's amenities, such as toddler groups, zoo and farms.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*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>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

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

### Quality and standards

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

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: Met

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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.