

## Inspection report for early years provision

---

<b>Unique reference number</b>	138179
<b>Inspection date</b>	14/04/2009
<b>Inspector</b>	Jane Elizabeth Chappell
<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 1990. She lives with her husband and two adult sons. They live in a three bedroom house on a residential road in Colliers Wood in the London borough of Merton. She regularly works with another childminder at her home. Children have access to the whole of the ground floor of the home. There is a fully enclosed garden for outside play.

The childminder is registered to 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. When working with another childminder she is registered to care for a maximum of eight children under eight years at any one time, of whom no more than six may be in the early years age range. There are currently seven children on roll in this age group. The childminder offers care and support to children with English as an additional language, and also offers care to children over the age of five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local nursery school, school and attends several toddler groups on a regular basis. She is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder knows the children well and meets their individual needs. This ensures children are cared for in an inclusive and safe environment where their welfare and learning are successfully promoted. Good partnerships with parents, the local nursery and school effectively contribute to ensuring that the needs of all children are met. The childminder has begun to evaluate and reflect on her service and is keen to further develop this aspect in order to support continuous improvement.

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

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

- continue to improve the current system for evaluation of planned activities to ensure that activities are sufficiently challenging to meet the older/more able children's needs.

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

- carry out a full risk assessment for each type of outing  
(Safeguarding and promoting children's welfare)

28/04/2009

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

The childminder keeps most of the records required for the safe and efficient running of the service and documentation is clear and well-organised. This helps safeguard and promote children's welfare. She gives priority to helping children understand how to keep themselves safe and carries out regular risk assessments to reduce potential risks and hazards, although risk assessments of local outings are not recorded in line with current guidance and may hinder the childminder's ability to ensure children's safety whilst out in the local community.

The childminder has begun to self-evaluate her service and has started to look at identified areas for improvement. For example, she is booked onto local training courses so as to become more familiar with changes and development. She works closely with parents to meet children's needs. Parents are well informed about the provision and have access to all relevant policies, procedures and information. There is a good two-way flow of information, for instance through regular meetings with parents where they discuss the observations of their child and have opportunities to input into their child's next steps. This ensures children experience consistent care and parents play an active part in their child's learning at the setting.

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

Space and resources are used effectively to create a stable play environment which allows children to independently choose from a variety of toys and activities on offer. Children follow good hygiene routines which help them to learn about looking after themselves, for example, they are reminded to wash their hands when they have been to the toilet by both the childminder and the posters about personal hygiene that are displayed. Children learn about keeping themselves safe, as the childminder carefully talks and guides them through dangerous situations, such as, how to stay safe when waking to nursery and school and how to cross the road safely. Children's health is promoted when they enjoy riding bikes or playing on the equipment in the garden and the local parks. They begin to develop healthy eating habits when they choose from a selection of fruits they would like for snack and confidently ask for a drink as they become thirsty. Children's behaviour is generally good and this is encouraged through praise and reminders to children to be kind and share with one another.

The childminder supports children's learning and development effectively. She provides a good range of play opportunities and activities that generally help children to make progress in all areas of learning. She encourages children's use of mathematical language, for example, shapes and numbers are discussed in daily conversations such as counting the circles, squares and triangle shapes each child has glued onto their picture. Observations of children's progress are carried out and used to help the childminder to identify children's next steps. All children are included and encouraged to participate in the activities on offer. Although some focused activities do not consistently offer sufficient challenge for the older/more able children, resulting in them becoming disinterested.

Children benefit from the childminder's support and encouragement, as they move freely and confidently between inside and outside. Children show enthusiasm as they sing songs that they are familiar with and they gain confidence in language skills as the childminder encourages lots of conversations between each other and to her throughout the day. Children independently choose from a good variety of books both at the childminder's home and on their regular trips to the local library. Children enjoy regular outings to a number of playgroups, the park and other facilities within the local community. They develop their understanding of the world around them as they discuss the local area as they walk to and from nursery and school.

## 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

<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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<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?	3
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:	Met
---	-----

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