

## Inspection report for early years provision

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**Unique reference number** 105782  
**Inspection date** 08/02/2010  
**Inspector** Catherine Greene

**Type of setting** 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.

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## **Description of the childminding**

The childminder has been registered since 1994 and works jointly with her partner, also a registered childminder. The premises are a second floor flat with a lift, close to Sloane Square in the London borough of Kensington and Chelsea. All areas of the premises are available for childminding and the childminder collects children from local schools; Hill House, Holy Trinity and Glendower. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to provide care for a maximum of six children under eight years. When working with another childminder she may care for a maximum of eight children under eight years. She currently has 10 children on roll in the early years age range. The childminder has a Level 3 childcare qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, settled and very well cared for in this setting. They make good progress in their learning and development as they are provided with well planned activities that are based around their interests. The childminder is very aware of children's individual needs and family backgrounds, she uses this knowledge to provide an inclusive environment. Children's safety and security is promoted at all times as they independently access an interesting range of activities. The high quality of the childminder's provision is supported by an outstanding partnership with parents. The childminder has identified areas for improvements to her service through her own system of self-evaluation, however, this has not been wholly successful in identifying all areas for improvement. She has, however, established appropriate support systems through her local network coordinator and has accessed training courses to support her childcare knowledge and to support overall outcomes for children.

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

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

- continue to develop the assessment systems to demonstrate how children are making progress towards the early learning goals. Ensure this information is used to extend partnerships and develop effective ways to share information and to complement and support children's progress
- continue to develop the process for self-evaluation to ensure there is a clear identification of targets for further improvements and outcomes for children.

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

The childminder manages the setting very effectively and meets children's needs very well. The required policies and procedures are in place and she has a clear

understanding of her responsibility to safeguard children. She knows about the signs and symptoms of abuse and who to report any child protection concerns to. Her child protection procedure is shared with parents, this ensures they are aware of her responsibility to protect children. She plans to attend safeguarding training to update her knowledge of current guidance and changes to legislation. The childminder uses effective risk assessments to identify potential hazards indoors and on outings. Children explore the play areas independently accessing resources with very good levels of supervision at all times. The childminder undertakes regular and effective risk assessments to ensure that children's safety is paramount, for example, all resources are checked before use and collection routines are secure. The childminder clearly describes how children are kept safe as they negotiate the way to and from nursery and on outings to playgroups and the park. She promotes children's good health and well-being in her good understanding of effective practice, for example, if children are ill or have accidents.

A particularly good range of resources within the children's reach, both in the playroom and living room, support children's curiosity and learning needs very well. Procedures including daily diaries promote an invaluable partnership with parents in supporting children's well-being, communication and learning. The childminder ensures that her skills are updated as she undertakes regular training and takes part in development opportunities provided as part of the childminding network of which she is a member. She has a very good understanding of how young children learn and is effectively delivering the Early Years Foundation Stage. The childminder maintains an inclusive setting where the uniqueness of each child is reflected throughout all aspects of the provision. The setting is well organised and provides children with good opportunities to be involved in adult-led activities as well as activities they choose for themselves. This is a welcoming environment where children's artwork is attractively displayed and good quality play equipment is easily accessible. The childminder works in partnership with her co-childminder to plan a stimulating curriculum, activities are provided that are interesting and fun and help children make progress in all areas of their development.

The childminder has a positive attitude to improvement, has a realistic understanding of the strengths of the provision and areas to improve and takes appropriate steps in order to maintain continuous progress. She has devised some systems for improving her practice, however, some areas have not been sufficiently evaluated and, therefore, systems for self-evaluation are not always effective. She has maintained a secure partnership with her co-childminder, together they continually look at ways to improve their service in order to improve outcomes for children. The childminder has identified plans to develop the progress portfolios to provide a clear picture of children's development and in order to support partnership with other settings children attend. The childminder has an outstanding partnership with parents, she keeps them well informed about her setting, the child's well-being and what they have been doing. Daily discussions are welcomed to maintain a highly effective two-way flow of information.

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

Children are relaxed and happy in the childminder's warm and well maintained home. Children benefit from the positive interaction between the childminder and her co-childminder. They settle well with the childminder who demonstrates a complete commitment to supporting the children's welfare and achievements. The childminder is developing a secure knowledge of the Early Years Foundation Stage, she maintains portfolios containing photos and examples of children's creative work which she uses to assess children's progress and plan activities. She plans opportunities that provide every child with suitable challenge and interest. Learning and development in the six areas is well supported, the childminder shows enthusiasm when supporting children's learning and gives priority to providing a broad experience at local childminding groups and playgroups. She also makes use of the close location of museums and London parks for children to ride their scooters and experience the vast space.

Children behave very well, they are secure in the childminder's expectations and learn to share and interact positively with their peers and younger children attending. They share resources and will take turns. The older children also support the younger children and the childminder uses praise and encouragement to encourage children's self-esteem. She also uses appropriate language when she talks to children of different ages which greatly aids their understanding about their own behaviour. They play in a well organised environment in the childminder's home. The playroom is an attractive and child-friendly space designed to encourage children to be able to choose their own resources and be independent. Their confidence is particularly well supported; the childminder is attentive to their needs as she talks to them and listens closely as she plays with them. Older children are encouraged to pursue their interests and the childminder keeps up to date on which activities inspire them so that she can be involved. Children make very good progress in a child-friendly play environment. Their independence is promoted as they decide what they want to do and select resources freely. The storage of play equipment promotes children's independence and children have lots of space in which to move, explore and play. The childminder facilitates this very effectively and makes skilful interventions to enhance children's learning and offer support. Children arrive and quickly settle into their routines, they select activities such as books, role play equipment and puzzles. The childminder works from children's interests and development needs to plan their next steps in learning and broaden their experiences through play. This gives children challenging and interesting opportunities to learn as they take part in role play and enjoy playing team games such as fishing for ladybirds with magnets. The experiences that the children have are greatly enhanced by the well planned visits such as to the science museum and Hyde and St James's Park. Children have access to a range of purposeful play that covers all areas of learning and which they can undertake with or without adult support. Children's physical and creative development is promoted very well and they have a growing understanding of their world and community. The childminder uses many useful opportunities in the activities that children undertake to give them a good sense of the diversity that they may experience in their lives.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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