

## Inspection report for early years provision

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<b>Unique reference number</b>	EY315992
<b>Inspection date</b>	15/03/2010
<b>Inspector</b>	Lindsay Ann Farenden
<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.

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## **Description of the childminding**

The childminder was registered in 2005. She lives with her husband and two children aged four and six years. They live in a house in a residential area of Wallington, London Borough of Sutton. There is an enclosed garden for outdoor play. The whole of the house may be used for childminding purposes. There is access to a toilet on the ground floor.

The childminder is registered to care for four children under eight years at any one time, of whom two may be in the early years age group. There are currently two children on roll in the early years age group. The childminder is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time in the setting because of the childminder's enthusiasm and commitment to them. She organises her day so children are provided with many stimulating learning experiences both in the home and in the local community. Overall children's individuality is recognised and nurtured by the childminder who has a secure knowledge of their needs, interests and abilities. The childminder works extremely well with parents and other agencies to ensure children get the support they need. This leads to effective continuity of care and enables children to make excellent progress. The childminder shows a very strong commitment to maintaining continuous improvement, through continued professional development and constantly striving to develop her provision and the outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- continue to develop children's understanding and knowledge of diversity

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

The childminder places a very strong emphasis on safeguarding children within the childminding setting. She has a broad knowledge of the signs of abuse and procedures to follow if she concerns about a child's welfare. This ensures she can recognise when a child is in danger and can act in their best interests. Adults living in the home have been fully vetted to ensure they are safe to be in the presence of children. Comprehensive risk assessments are in place for inside and outside of the home to reduce any potential hazards and every consideration is given to ensure children are safe at all times. Fire safety equipment is in working order and the fire

evacuation procedures are practised with the children on a regular basis. Children learn to keep themselves safe as the childminder talks to them about road safety and stranger danger.

The childminder maintains her records and documentation to a high standard. Effective written policies and procedures are used to guide the childminder in her daily practice and to promote the welfare and safety of the children. Excellent use is made of space and children freely move around the ground floor rooms. She has a vast range of toys and play resources, which are regularly rotated so children have a wide variety to choose to play with and keep their interests.

The childminder values the role of parents, encouraging them to share about what they know about their child before they start and on an ongoing basis. They receive excellent information about their child's day through verbal feedback and detailed information about their daily routine and activities they have done. Children's achievements and to support their next step of learning are shared with the parents, so they are fully aware of the progress their children are making. Letters and cards to the childminder show they think very highly of the care and activities that are provided for the children.

The childminder is totally committed to providing a fully inclusive childminding provision for all children. She welcomes children with special educational needs and/or disabilities into her setting and works very closely in partnership with professionals to promote their learning and welfare requirements.

The childminder is extremely motivated to continually improve her childminding service. She is currently working towards achieving a level 3 childcare qualification and makes good use of the Ofsted self-evaluation system to reflect and evaluate her practice.

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

Children are very happy and settled and thoroughly enjoy the time they spend in the childminder's care. Warm and trusting relationships have developed between the childminder and the children, which gives them a very strong sense of belonging and demonstrates that they feel safe. Children's behaviour is exemplary because they thoroughly enjoy their time with the childminder and are continually occupied. The childminder is very calm with a caring approach to the children, offering lots of praise for their efforts and achievements.

The childminder has a very good understanding of the Early years Foundation Stage and the activities and experiences planned for children are rich, varied and meet their individual developmental needs. The childminder uses simple questions and discussions with children successfully to challenge their thinking and learning. Effective systems are in place to observe and monitor children's achievements and plan experiences to support them in their next step of learning and development.

The childminder transforms the dining room into a very inviting child centred

environment, with a wide range of toys, books and large play house and kitchen equipment. Relevant educational posters help children recognise numbers and letters. Children enthusiastically choose what they want to play with and benefit from the attention they get from the childminder, who clearly enjoys their company and keeps them constantly amused. Children use their imaginations very well as they have great fun singing happy birthday with the childminder, using a plastic cake and pretending to make her cups of tea. They like dressing up as nurses, using the doctor's kits and pretending the childminder and dolls are patients. Young children enjoy mark making and then show their pictures to the childminder with pride. They take books to the childminder and sit in comfort on her lap and get pleasure from having stories read to them. Children learn about nature as they identify pictures of birds that come into the garden to feed. They are provided with an excellent range of activities to encourage their creativity. For example, moulding play dough, painting and sticking activities and cooking skills. Children develop their social skills as they are taken to different children's facilities, including music groups where children sing and dance to rhymes. A wide range of toys are available to develop children's understanding of diversity. They are learning about caring for the environment, as children know that they need to put paper and glass in separate containers.

Children are developing very good awareness of what constitutes a healthy lifestyle. The childminder's garden is extremely well equipped with a large slide, swings, trampoline and wheeled toys for children to develop their physical skills. They also regularly visit the park and soft play centres. Children are cared for and play in a very clean home in which the childminder gives high priority to hygiene procedures. Children wash their hands before eating and have their own towels to dry their hands to prevent the risk of cross infection. The childminder has a holds a current first aid certificate and very well stocked first aid box, which ensures that any accidents can be dealt with in a prompt manner.

Children learn about the benefits of healthy eating because the childminder provides very nutritious meals which include plenty of fresh fruit and vegetables. Drinking water is easily accessible to children and the childminder regularly encourages them to drink to maintain their health.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

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