

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY384454
<b>Inspection date</b>	18/03/2010
<b>Inspector</b>	Pamela Patricia Paisley
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 was registered in 2008. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner and two year old child in Mitcham. The whole ground floor and one bedroom on the first floor of the childminder's home is used for childminding. The childminder is registered to care for a maximum of five children at any one time and is currently minding one child 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 good.

Overall the quality of the provision is good. Children's individual needs are met well and the childminder organises her home to ensure that all children can take part in the activities she provides. As a result, children are making good progress in their learning and development. The childminder is strongly committed to inclusion and enthusiastic about undertaking relevant training. The childminder works in close partnership with parents and relationships are honest, open, trusting, friendly and professional, which helps to ensure children are settled and secure. The childminder uses documents well to support the care and welfare of the children, and plans for the future are well targeted to bring about further improvement to the service she provides.

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

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

- ensure all areas of the kitchen are safe to minimise risks to children
- develop systems to monitor and evaluate the children's welfare, learning and development and improvement of outcomes for children.

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

The childminder has a good understanding of how to protect children and recognises that this is her first priority. She is vigilant, aware of the signs and symptoms of possible abuse and knows the appropriate procedures to follow should she have concerns about a child in her care. The childminder carries out regular risk assessments to ensure children's safety within her home and to protect them from possible hazards. Safety equipment such as stair gates, smoke detectors, door stoppers, socket covers and a fire blanket is fitted throughout her home, although some kitchen cupboards are not inaccessible to children. The childminder makes good use of the space and resources in her home. Children are well cared for and supported during their time with her. Her home is organised so children feel comfortable and confident in accessing a wide range of good play

materials and equipment. The childminder is currently completing an NVQ level three in child care and also intends to go on further training courses to enhance her child care knowledge, although she has not yet developed systems to effectively monitor and identify the strengths and weaknesses in the service she provides. Partnerships with parents are well established and parents are encouraged to share what they know about their child, particularly when children first start attending. The childminder gives parents detailed information about their child's achievements and progress, and keeps records that are shared with them. Parents are encouraged to be involved in supporting their children's learning and development. The childminder shares ideas about play materials that parents can use at home to promote learning. The childminder is aware that she needs to build links with other provision delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care for children. There is an extensive range of policies and procedures in place which are required to promote the welfare and care of children and these are shared and discussed with parents.

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

The childminder's home is organised well, creating a child friendly environment which enables children to explore and take risks. Children practise regular drills to help them become familiar with emergency evacuation procedures. They are gaining good awareness of technology as they work out how to use programmable toys. Children's problem solving and reasoning skills are being developed through good access to puzzles and matching games. They are learning numbers as the childminder counts with them as they build with blocks and use an abacus. Children's knowledge and understanding of the world is increasing as they go on trips to Dean City Farm to learn about the life cycle of sheep, chickens, pigs, lamas, goats and rabbits. They also visit a friend who has chickens and they often help to collect the eggs when they hatch. There are regular opportunities for children to visit parks where they can play ball games, use slides and swings, and have a ride on a roundabout. The childminder provides push-along toys to aid walking for babies who are becoming confident in pulling themselves up and are starting to take steps with her support. Children are developing good fine motor skills through access to crayons and chalk for drawing, and confidently hold their own cups and finger food at meal times.

The childminder has started observing and assessing children's development needs and uses the information gained from them to help her plan for their next steps of learning. Children are learning about different cultures and beliefs through books and discussions with the childminder. They celebrate several festivals throughout the year and make cards and lanterns to represent different cultures. Resources reflect positive images and the childminder is committed to meeting children's individual needs by learning about their cultural background. The childminder has a good understanding about the importance of promoting healthy eating and has a menu which is shared with parents to give them information about meal choices. Children are gaining good social skills. They enjoy one another's company and are learning how to share play materials. Children have good opportunities to mix with other children of a similar age and older at childminder drop-in centres. Outings

include regular trips to local shops, parks, farms, visits to friends and walks along the river to feed the ducks. Children are gaining good communication and language skills as they learn new words. The childminder ensures that she talks to them all the time and encourages them to have conversations with other children when they visit toddler groups. They enjoy stories told to them by the childminder who encourages them to talk about the characters in the books and she questions them about what they think will happen next.

## 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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
--	-----