

## Inspection report for early years provision

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<b>Unique reference number</b>	EY407153
<b>Inspection date</b>	30/11/2010
<b>Inspector</b>	Linda Close
<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 registered in 2010. She lives with her husband and one child who is below statutory school age. The family live in a first floor flat in a low rise building located in a residential road in the Southfields area of south west London. Access to the flat is by stairs only. The local authority is the London Borough of Wandsworth. All of the rooms in the flat are used for childminding purposes.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children aged under eight years; of these, two may be in the early years age group. The childminder currently has one child on roll who attends three days per week and is in the early years age group. The childminder provides care from Monday to Friday throughout the year. The childminder takes children to regularly visit the library, toddler groups and local parks. She is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

The childminder's extensive knowledge and experience of early years education helps her to meet the needs of children in the Early Years Foundation Stage exceptionally well. The children in her care are happy, safe and secure and thoroughly enjoy learning about the world around them, including many aspects of their own community. Children's progress is excellent given their age and starting points and the childminder conducts a detailed and accurate evaluation of her work with them. The childminder establishes fruitful working relationships with parents and knows to develop links with others should the need arise. She provides parents with extensive information about her service and gains detailed and very valuable information from them which enables her to provide outstanding continuity of care and learning for the 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:

- providing activities to further develop children's sense of community.

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

The childminder is very well informed about child protection matters and she is dedicated to safeguarding the children in her care. She has devised a very detailed policy and procedure document which she shares with parents to ensure that they fully understand her responsibilities. She has risk assessed all areas of her home and garden and she carefully considers and avoids any potential hazard associated with outings. Children are safe in the home; the childminder has secured any item that could be unsafe and has well-planned systems in place to keep the children under her watchful eye at all times. She uses reins or a buggy to ensure children's safety outdoors. She carries a knapsack containing all manner of resources for first aid and for children's comfort when away from home and she secures the garden gate with a padlock and chain when children are playing outside to keep them safe.

The childminder is particularly interested, and well versed, in the care and learning of children who have special educational needs and/or disabilities. She welcomes children of all abilities although she is aware that the stairs to her flat could be a barrier for a child or adult with mobility problems. The childminder has extensive knowledge and a clear understanding of the importance of working with advisers and therapists if there is a need, although she has not yet been called upon to enlist their aid in connection with her childminding work.

When evaluating her provision, and thoughtfully seeking to improve, the childminder noted that her resources were somewhat gender orientated and she has taken prompt and effective steps to put this right. Her toys, books and resources are bright, clean, wide ranging and interesting to both boys and girls. They are attractively arranged at a low level to enable children to choose and exercise their growing independence. The childminder intends to develop the garden area at her home to provide children with more outdoor learning opportunities. She improves the range of resources that reflect diversity and children now enjoy a range of toys, books and age-appropriate television programmes that shows diverse people in a positive light. The childminder is experienced in supporting children who have English as an additional language and she looks forward to working with children and parents who have limited English. She plans to have her documents translated into other languages if necessary to promote a clear understanding of her provision. This reflects the childminder's exceptionally strong commitment to continually improve and develop.

Parents of children who were cared for in the past, but have now moved out of the area, express their gratitude and admiration for the standard of care that their children received from the childminder. The children's profile documents demonstrate the excellent progress that they make while in her care. The childminder shares a comprehensive file of information with parents at the time of children's registration. She arranges a flexible settling in period with each family which she adapts according to the individual needs of the children. She finds out about children's particular likes, dislikes and any special words that they use to indicate their needs and feelings so that she can respond to them effectively. She

ensures that their favourite toys are arranged near the door so that they will be distracted if they find it difficult to part from their parents. The childminder uses a useful contact book so that parents can communicate with her in greater detail than time allows at the start of the day. She also emails her planned menu for the week ahead to parents so that they are well informed.

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

The childminder observes the children with great care; she systematically notes their achievements and closely links these to the steps and stages identified in the Early Years Foundation Stage guidance documents. Her notes are substantial, pertinent and very clear. She links her planning to the themes described in the Early Years Foundation Stage and uses the information gained to plan activities that appeal to the children and help move their learning forward. She establishes a regular routine for the children that includes free play, adult-led activities, outdoor play and valuable visits to places of interest, thoughtfully woven around their need for food and rest. The children gain a great feeling of security from knowing what will happen next and their smiling faces and relaxed body language shows that they feel very safe.

The childminder manages children's behaviour in a kindly but purposeful way. She uses any minor disagreements that occur to show them how to be fair and take a turn with favourite toys. They respond very well to her guidance and return toys to their rightful owner with a smile. She reminds them in gentle but persistent ways that they are expected to help to put away their toys and the pictorial labels on the toy boxes are a great help. Children cooperate very well when it is time to wash hands before snacks and meals and this is a well practised routine they clearly enjoy. The childminder finds out about the foods that children like or dislike and she does her best to introduce variety into their diet. They eat a wide range of fresh vegetables with great pleasure and often help to prepare food for their lunch including home made pizza and lentil curry with chapattis, developing excellent awareness of healthy diets. The childminder is a creative cook and she is very well informed about healthy eating for children.

Children visit the library every week to choose books to bring home. They make very good use of a comfortable reading area in the lounge that is well resourced and thoughtfully arranged to attract their interest. They hold books correctly and even at their young age they show that they know how books work. The childminder is highly successful in helping children to learn new words both when sharing books and when engaged in conversation over free play and planned activities. They try to repeat everything that the childminder says and they often use their new words in context later in the day.

The childminder counts aloud with the children when they climb up steps. She offers them 'half' a biscuit each and asks children to post various solid shapes into a musical shape sorter or to insert balls into the ball run to watch them run down. They are eager to explore and they are animated and excited by all that the

childminder provides for them. The children are gaining excellent early communication and early numeracy skills which, together with their play with battery operated toys, provides a solid base for their future learning.

The children gaze at the snow outside in awe and they show surprise at how cold it feels. They shriek with delight when they run up and down the garden crunching the snow underfoot. The children are also learning about the world around them through their regular outings to socialise with other children and adults at the playgroup. They become accustomed to diversity by mixing with a range of people. Their activities with the childminder are an early taste of the range of cultural events that are enjoyed in the community although they have yet to develop awareness of some aspects, such as charitable fundraising events. They enjoy dressing up, artwork and listening to stories and tasting foods associated with celebrations linked to different parts of the world.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
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	2
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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