

## Inspection report for early years provision

---

<b>Unique reference number</b>	137997
<b>Inspection date</b>	20/06/2011
<b>Inspector</b>	Gillian Cubitt
<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 assesses 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.

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 2011

## 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 has been registered since February 1993. She lives with her husband and adult daughter in a house in Tooting, close to main line stations and shops. There are also areas for parking cars nearby. The whole of the ground floor is used for childminding purposes and there is a fully enclosed garden for outside play.

The childminder is registered to care for four children aged under eight years at any one time and is currently caring for four children, of which, one child is in the early years age range. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools. She also takes children to toddler clubs.

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

Overall the quality of the provision is good.

Children are happy and settle well with the childminder and enjoy their time with her, benefitting from a safe and inclusive environment. Children benefit because the childminder pays careful attention to their individual needs, working successfully with parents and others. Planned activities are generally good as are some records on evaluations and children's achievements. The childminder is enthusiastic in offering a good quality service and her self-evaluation reflects this.

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

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

- develop assessments on children to evaluate their achievements more effectively to plan for their next steps in their learning
- increase opportunities for very young children to develop their practical skills in the home environment such as digging in the garden and exploring with paints, water and sand.

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

The childminder has a good knowledge of her safeguarding policy and understands the procedures to follow if she has concerns about children in her care. She displays all key telephone numbers and contacts so that she has immediate access for guidance and referrals should an occasion arise. All adults in the household are appropriately vetted to ensure suitability and identification of visitors is checked

which ensures children's safety is secure. Furthermore, the childminder's comprehensive policies and procedures, together with all the required records, support children's wellbeing and safety. For example, thorough risk assessments of the home environment and for outings are in place and reviewed regularly.

The childminder's home is very well organised and inviting. Toys and resources reflect equality and diversity and generally promote all areas of learning although there are less opportunities for younger children to engage in messy, practical play with paints, sand and water within the home. The childminder makes the best use of the facilities within the community to provide these activities as well as supporting children's social development.

There are positive partnerships with parents and other early years providers. The childminder makes links with local schools and preschool facilities that children attend. Parents are valued partners and receive copies of the childminder's policies as well as very clear information on observations and daily verbal feedback. Parents regularly write comments showing their satisfaction with their children's progress and the childminder's service overall.

The childminder has made good progress in developing her childminding provision. She has addressed all recommendations from her last inspection and has developed her service through further training, such as awareness of food safety and enabling environments for children. Effective self-evaluation also helps the childminder to identify her future needs, such as her rigorous attention to ensuring her first aid training is up to date and new methods and ideas are put in place which means that her provision is constantly improving.

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

Children are happy and settled and benefit from a caring, responsive relationship between themselves and the childminder. Children know daily routines and enjoy the activities that the childminder provides. The childminder supports children's learning by recording her observations on what they do. Although this system is good the childminder's evaluation of activities to assess children's achievements that link to their next steps in learning do not always match with the children's age and stage of development. This means that, at times, the childminder's expectation of what children can do exceeds their capabilities. Nevertheless, children's skills for their future are secure because they have good opportunities to share books and develop social skills. Children also enjoy building blocks and having fun with musical interactive toys and imaginary games, all of which are within easy reach to aid their independence of choice. Children's physical development is promoted well because they have access to the patio garden where they play on small climbing equipment and ride on toys. Children look forward to their outings to toddler groups where they have fun playing with sand, water and paints. They enjoy playing with new friends and develop an awareness of the wider world around them when exploring festivals and celebrations throughout the year. At home they also have a good range of resources that

promote positive images of people of different nationalities, culture and people with disabilities.

Children feel very comfortable and secure with the childminder. They learn to keep themselves safe in various ways. For example, during routine outings, the childminder often talks to children about road safety allowing them to develop an understanding of how to stay safe. In the home, children also practise fire drills and learn the importance of quick evacuation. Clear boundaries for positive behaviour are developing as the childminder has good systems in place. Children respond positively to requests such as when asked to share the toys or tidy away. Children receive lots of praise and encouragement for their achievements which promotes their confidence and self-esteem.

Children's health is supported well. They play in a very clean and well-maintained home environment where they learn good personal hygiene routines. They also eat healthy snacks and meals which the parents and childminder provide. Children have plenty of exercise in the garden, parks and toddler groups as well benefiting from set routines where they can take time with their meals and rest afterwards.

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