

## Inspection report for early years provision

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<b>Unique reference number</b>	EY423503
<b>Inspection date</b>	13/09/2011
<b>Inspector</b>	Deborah Orchard
<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.

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 2011. She lives with her adult child and another child aged 12 years in Mortlake in the London borough of Richmond. The ground floor of the premises is used for childminding purposes and upstairs is available for children to sleep. There is an enclosed garden available for outside play. The childminder walks to local schools to take and collect children. She attends local groups and places of interest. The childminder is registered to care for a maximum of six children under eight years at any one time. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child within the early years age group and one child after school. The childminder is registered to provide overnight care and offers care on occasional weekends.

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

Overall the quality of the provision is good.

The childminder has made a positive start to childminding. The provision is strong and outstanding in enabling children to make a positive contribution. Children thrive in this happy, caring and inclusive environment. They learn through a variety of fun activities, which help support them in their learning and development. The childminder completes a written self-evaluation, which is helping her to identify most of her strengths and areas for development. This demonstrates her capacity to maintain continuous improvements.

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

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

- build on existing systems for observing children to include evaluation of activities to help inform further planning
- extend opportunities in the outdoor area to enhance experiences for children in all areas of learning .

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

The childminder has a clear understanding of safeguarding procedures. She has attended relevant training and has a suitable policy in place. This ensures she is aware of her responsibilities, with regard to children's welfare. Regular risk assessments are carried out on all areas of the premises, which are used by children and for outings. This enables her to eliminate any potential hazards and keep children safe.

The childminder has a professional approach. She has devised a comprehensive range of well presented policies and procedures and all the required records are in place. This helps ensure her setting runs effectively and children's needs are being met. The home is well organised, enabling children to move around easily. The childminder offers an inclusive service, ensuring all children are made to feel welcome and valued. Toys are stored accessibly to allow children to make choices in their play. There is a suitable range of resources available; many of these positively reflect diversity within the community. She provides a good balance of child initiated and adult led activities.

Children benefit from positive working relationships between the childminder and parents. Parents are kept well informed through written and verbal feedback. All the policies and procedures are shared with parents and relevant information is on display. Parents' written feedback indicates they are happy with the service they receive. The childminder is forming links with other agencies, such as, local schools, to ensure continuity of care for the children she looks after.

The childminder uses self-evaluation to drive further improvements. She is enthusiastic about attending further training to enhance her knowledge and skills. She regularly reads relevant articles to keep up to date, demonstrating her ability to maintain continuous improvement. She is fully committed to continue developing and enhancing her already effective service.

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

Children are very happy and secure in this welcoming environment. The childminder has good knowledge of the Early Years Foundation Stage. The childminder gathers information from parents about each child. She sensitively observes children during activities and currently uses tracker books for recording these. The records include some next steps in children's individual learning and the childminder clearly knows the children well. She is beginning to evaluate this information to help plan for each child's learning journey. Written daily feedback is recorded in individual books. The childminder provides regular reports of children's progress, which she shares with parents. Verbal discussions about each child also help ensure continuity of care.

Children have a very strong sense of belonging and feel included, as they are cared for by a warm and engaging childminder. This enables them to feel confident and safe to move around the environment and make choices in their play. Even very young children are able to understand how to behave, as the childminder helps them to express their feelings and uses role play to encourage positive behaviour. For example, they play with dolls, hugging and feeding them and learn how to be gentle. They receive praise and encouragement, which helps develop their self-esteem. Children go on outings, visiting local places of interests, which provide opportunities to socialise and develop positive relationships with others.

The childminder engages well with children. She asks open questions to extend their vocabulary. She helps children to make links in their learning. For example, as they look at books, she points out the crocodiles and talks about the crocodile they have been singing about, during action songs. Children have regular opportunities to be creative. They make their own pictures and mount photos of their families on their individual boards. They have fun making their own creations as they knead the play dough. They learn out how things work as they play with press button toys and access the computer, this helps develop their skills for the future.

Children's health is promoted well. Children enjoy healthy foods, which meet their individual requirements. This helps them to develop positive attitudes to healthy eating. They are gaining independence as they feed themselves and reach for their individual beakers. Children enjoy plenty of fresh air and exercise as they run around outside. They strengthen their large muscles, as they use the climbing frame and manoeuvre wheeled toys. The outdoor area does provide some play activities, although currently does not fully encompass all areas of learning. Children are learning how to stay safe; they regular participate in evacuation procedures so they know what to do in an emergency.

## 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
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### 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	1
The extent to which children develop skills for the future	2

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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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