

## Inspection report for early years provision

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<b>Unique reference number</b>	EY423060
<b>Inspection date</b>	05/10/2011
<b>Inspector</b>	Lindsay 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 2011. She lives with her husband and one pre-school aged child in Morden, in the London borough of Merton. The whole ground floor of the childminder's house is used for childminding, except for one room on the first floor. There is a fully enclosed garden for outside play.

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

The childminder attends the local parent/toddler group and childminding group.

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

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the setting because the childminder provides a warm and relaxed homely environment. She provides effective care and learning opportunities to promote their emotional, social and intellectual capabilities. Children's individuality is respected by the childminder. She has a good knowledge of each child's individual needs, interests and abilities. They access a small range of resources which reflect positive images of race and disability. The childminder values the role of parents and understands the importance of working with others involved in children's learning. She has undertaken a very detailed self-evaluation of her childminding provision and continually strives to improve the outcomes for children.

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

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

- develop further the range of resources which reflect positive images of diversity.

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

Children are well safeguarded by the childminder because she has attended child protection training. She has a clear understanding of her duty to protect children in her care and of the procedures to follow, should she have concerns about their safety and welfare. Adults living in the home have been fully vetted to ensure they are suitable to be in the presence of children. Fire safety equipment is in place.

The written fire evacuation procedures are practiced on a regular basis with the children. Risk assessments have been undertaken for inside the home and for each individual outing. High consideration is given to ensure children are safe at all times. Children are helped to learn about road safety through activities in the home and when on outings. A wealth of written policies and procedures are shared with parents. These guide the childminder in her daily practice to promote children's health, safety and welfare. All necessary records and documentation are in place, which includes all the required written parental consents.

The childminder devotes her time to the children when they are present and clearly enjoys her role. She provides a wide range of toys, books and equipment. These are regularly rotated to keep children very interested in their play and builds on their natural curiosity as learners. Children enjoy playing with the small range of resources which reflect diversity. The childminder has a very positive attitude to caring for children with special educational needs and/or disabilities. She would willingly work with other professionals involved with the child to help them reach their full potential.

Excellent relationships with parents contribute to inclusion and meeting their individual needs. Parent's views about their child's routines and interests are actively sought during the settling in period, and on a regular basis throughout their time at the childminder's. They are given excellent feedback about their child's care routines and activities. These are given verbally, through a diary system and photographs. Letters from parents at the time of the inspection show they think extremely highly of the childminder and the service she provides. Children do not attend other settings at the moment, but the childminder is keen to establish links with other care providers if circumstances change.

The childminder is very enthusiastic. She is committed to developing her childminding practice, through training programs and advice from other agencies.

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

Children feel very safe and secure in the care of this dedicated childminder. They know their needs will be met. She is exceptionally patient with the children and promotes positive behaviour and their confidence with constant praise. She is very warm and caring towards the children. She spends a lot of time with them. She helps them engage in play and supports them in their all round development. The childminder makes worthwhile observations of children at play. These are skilfully evaluated and used to plan each individual child's next step of learning and development. Planning of activities and outings is responsive to children's current interests, and their individual stages of development. This helps children to make good progress in relation to their starting points.

Children's vocabulary is extended due to their high quality of interaction with the childminder. Babies vocalize with pleasure as they play and enjoy peek-a-boo games. Children's interest in books is enhanced from visits to the library and they

enjoy singing sessions there. Very young and older children enjoy marking making using crayons. Babies enthusiastically move their bodies and clap their hands to their favourite music and songs. They enjoy investigating natural objects and toys that require them to press buttons. They have many opportunities to develop their senses and creativity. For example, children thoroughly enjoy using resources such as paints, glue, glitter, dough and playing in the large sand pit in the garden. Children use their imaginations very well, as they enjoy having tea parties in dens made out from sheets. They had enormous fun making a dinosaur world using sand, stones and sticks which they collected in the park. Children learn about the wider world as the childminder uses a world map to talk to children about different countries their families come from and live in. Children experience real animals when visiting farms and feeding the ducks in the park. Regular outings to children's amenities help them to develop their social skills. This further supports children's development as activities encompass the six areas of learning.

Children are cared for and play in a very clean home, where they learn the importance of good hygiene procedures. Even babies get excited about having their hands washed before and after meal times. Meals provided by parents are stored and heated appropriately. Children are offered a choice of fruits and the childminder talks to them about healthy foods in books. This helps them learn about foods that are good for them. The childminder holds a current first aid certificate. She has a very well stocked first aid box in the home and takes a small first aid bag with her on outings. This ensures that any accidents can be dealt with in a prompt manner. Children have many opportunities to develop their physical skills and healthy lifestyles. Babies are given lots of opportunities to crawl and use equipment, to support their walking skills. They play on the trampoline and with wheeled toys in the garden, and visit parks to use large play equipment. They also very much enjoy visiting soft play centres.

## 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	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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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	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	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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