

## Inspection report for early years provision

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<b>Unique reference number</b>	137932
<b>Inspection date</b>	27/10/2011
<b>Inspector</b>	Pamela Bailey
<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 1983. She lives with her husband in the London Borough of Merton, close to shops, schools and public transport links. The whole of the childminder's home, with the exception of the bedrooms is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group, both of whom attend on a part time basis.

The childminder takes children to the local nursery school. She attends several toddler groups and takes children to the local parks.

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

Overall the quality of the provision is good.

The childminder is focussed on promoting children's welfare, learning and development overall. Children's individuality is recognised and nurtured by the childminder who has a secure knowledge of their individual needs and interests. A good two-way flow of information with parents and other providers ensures continuity of care and enhances children's learning. The health and safety of children is effectively managed in most areas. The childminder has been successful in making and sustaining improvements and is confident about what she needs to do to improve further.

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

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

- improve observational assessments of each child's achievements to provide a clear link to the expectations of the early learning goals and use these to identify learning priorities in order to plan experiences that meet each child's needs
- encourage children to think about their own personal needs by making fresh drinking water readily available at all times for children to help themselves
- improve opportunities for parents to be actively involved in the decision making about the provision.

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

The childminder has a secure knowledge of child protection issues. She is aware of her role and responsibility to safeguarding children and knows what action to take if she has a concern about a child in her care. The childminder maintains a current first aid certificate at all times which means she can give appropriate care if there is an accident and can act in the child's best interest. She has taken generally effective steps to reduce risks and hazards to children inside her home and carries out risk assessment for outings. All the required documentation for the safe and efficient management of the setting and to meet the needs of the children is well maintained.

The childminder has forged strong relationships with parents ensuring that she has a good knowledge of each child's background and needs. The childminder respects each child's cultural background and values linguistic diversity. She provides opportunities for children to develop and use their home language in their play and learning. In addition, there is a good range of resources to promote positive attitudes towards diversity and help children to value aspects of their own and other people's lives. For example, play people, dolls, books and musical instruments that reflect positive images of different culture, ethnicity, gender and disability. The consistent and regular sharing of information ensures that parents are kept fully up to date with their children's achievements, progress and well-being. Parents are routinely involved in their children's learning, for example, through contributing to their child's assessments and continuing activities at home. Feedback received from parents via 'thank you' cards and letters indicates that they are happy with the service provided. Good partnerships have been fostered with other providers ensuring that effective communication takes place to support individual children's progression and continuity of learning and care. For example, the childminder is involved in the settling-in process for children attending other settings and regularly exchanges information about children's care and learning.

The childminder is enthusiastic about what she does and is committed to improvement. She manages her time effectively and makes good use of the local authority resources and amenities. For example, the childminder has attended a vast amount of training and development courses and has formed links with other professionals where she is able to access specialist knowledge, skills and resources. This ensures she has sufficient knowledge of childcare practices to support the care and learning of the children, including those who may need additional support should the need arise. All recommendations raised at the last inspection have been fully addressed which promotes aspects of children's safety. The childminder recognises her strengths and has identified some areas she would like to improve. For example, simple problem solving activities and developing a system to gain the children's views about their like and dislikes. However, systems for self-evaluation have not been extended to actively involve parents in the decision making about the provision.

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

The childminder organises the space effectively allowing children to move around freely, independently making choices from a good range of equipment, toys and resources. Observations are based on what children do in their day-to-day activities and linked to the six areas of learning but little attention is given to tracking children's progress towards the early learning goals. Observational assessments are not always used sufficiently to inform planning for individual learning to ensure that children are continuously challenged across all areas of learning. Children are relaxed in the friendly welcoming environment where they are valued and included. They demonstrate a sense of security and belonging as they play alongside their friends and relate to the childminder.

Children's spoken language is developing well. They listen intently to stories and speak confidently to adults and their friends about things that are important to them, their experiences and ideas. Older and more able children recognise letters associated to their name in the learning environment. However, they are not encouraged to link letters and sounds, attempt emergent writing during practical situations or supported by the childminder to label their own art work. For example, during painting and drawing activities.

Children enjoy investigating using their senses. They play listening and guessing games that encourage them to explore objects and sounds. For example, children play musical instruments from around the world. They identify the different sounds that are familiar to them such as, thunder, rain, frogs and trains. Children learn about different cultures and gain an increasing understanding of the natural environment through planned activities such as, celebrating different festivals throughout the year, topic work about the seasons and growing plants. Children explore different colour paints. They are able to identify the colours and are encouraged to notice the changes which occur when two colours mix together.

Children's good health is actively promoted by the childminder in most areas. Children receive nutritious snacks such as, fresh fruits and water. However, drinking water is not readily available at all times to encourage children to help themselves and think about their own personal needs. Well implemented routines help children to learn good hygiene practices such as, washing their hands before eating. Older and more able children automatically wash their hands after using the toilet and know the reason for this. Children are able to extend and develop their physical skills on a daily basis. Outings to the local park and children groups where there are large scale equipment, and routine walks to nursery school, means that children get plenty of exercise and fresh air. Children also have a choice of whether to play outside in the childminder's garden.

## 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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 10/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Arrangements for safeguarding children) 10/11/2011