

## Inspection report for early years provision

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<b>Unique reference number</b>	131975
<b>Inspection date</b>	20/10/2011
<b>Inspector</b>	Carol Willett
<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 1995. She lives with her partner in a house in New Malden, Surrey. Her home is located in a residential area within walking distance of a mainline station, a park and local schools. All areas of her home are used for childminding, although children play on the ground floor. Children sleep in travel cots downstairs and only go upstairs to use the bathroom. A fully enclosed garden is available for outdoor play. The family has a pet cat.

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 six children at any one time, three can be in the early years age group. She is currently minding six children on a part time basis, of these, three are in the early years age group.

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

Overall the quality of the provision is good.

Children are well cared for by an enthusiastic and experienced childminder. The childminder provides a safe, welcoming and child-friendly home. Children play happily with a wide range of easily accessible toys and activities and make good progress in their learning and development. Children strongly benefit from the very positive relationship the childminder has with parents. The childminder has a very good understanding of children's individual personalities and needs and all are equally included. Overall, the childminder is caring and committed to providing good childcare. She ensures she keeps up to date and continually improves outcomes for children.

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

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

- review and develop further systems for tracking children's progress to the early learning goals in order to plan effectively so they make maximum progress
- develop further self-evaluation and monitoring processes as the basis of ongoing review to continually improve outcomes for children.

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

Children's welfare is effectively safeguarded. The childminder has an ample range of documentation and good procedures in place to underpin her practice. She has

a clear understanding of her role in child protection, as she regularly updates her safeguarding and first aid training. The childminder's safeguarding and complaints policies are shared with parents so they understand her responsibilities and know what to do should they have a concern. The childminder takes positive steps to identify and minimise hazards in her home. The childminder is committed to improving outcomes for children. For example, she sought outside help to develop her system for risk assessments. She maintains effective risk assessment records for all outings and places children visit to ensure their safety.

The childminder organises her home and resources well. She provides a welcoming and child-friendly environment where children develop their independence. Children wander happily between rooms, making choices from a wide range of good quality toys. The childminder supports children's awareness of differences through outings in the local community and visits to toddler groups. She provides resources that reflect positive images of diversity and plans activities linked to a variety of cultural festivals.

The childminder develops very positive relationships with the children and their parents, who are extremely happy with all aspects of the childminder's care. She obtains essential details of children's health and welfare needs. The childminder has a very good knowledge of children's personalities and adjusts her provision to meet individual needs, so all are equally included. The childminder is well known locally and has a good relationship with other settings children attend, providing continuity for children's welfare and learning. The childminder is enthusiastic and committed to providing a good standard of childcare. She meets with other childminders to share information and attends training in order to keep up to date.

The childminder understands the benefit of self-evaluation and is beginning to reflect on her practice to improve outcomes for the children. She has identified the needs to update the details in some of her documentation, such as the complaints procedure. Parents complete questionnaires to aid the childminder's self-evaluation and they all rate her as outstanding. The childminder has effectively addressed the recommendations from her previous inspection. However, monitoring is not systematic to ensure she robustly identifies her strengths, areas for development and actions needed to continuously improve.

The childminder keep parents well informed of their children's progress and achievements through daily discussion. Parents have indicated they do not wish the childminder to keep written records. The childminder has a good understanding of child development, which she uses effectively to identify children's next steps for learning. However, she has not yet devised a clear system to assist her in tracking where children are in their development to ensure they make maximum progress. All the childminder's records are fully shared with parents.

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

Children are very well settled. They have clearly developed a close relationship with the childminder. The childminder has a secure understanding of the Early Years Foundation Stage. She provides a wide range of fun learning opportunities which cover all areas of learning. The childminder makes good use of questioning to extend and support children's learning. For example, as the children build with blocks and play with vehicles she encourages them to name the colours and count. She introduces language such as 'biggest' and 'smallest', supporting children's language skills and introducing mathematical language into play. Planned activities, such as visits to theme parks and a farm, provide good opportunities for children to learn about the natural and wider world. Everyday activities are used to good effect to introduce children's understanding of the world. For example, role play with kitchen resources and play food. The children clearly enjoy books, selecting stories to read with the childminder who talks about the pictures in familiar stories. The childminder has good interactive skills to support children's learning and development. For example, she joins in with their play as they pretend to make tea and play with cars. Children's communication and language are developing well, with lots of discussion about what they are doing.

Children play happily in a secure, child -friendly and welcoming environment. They show they feel safe and respond well to the warm caring attentive manner of the childminder. Children develop a strong sense of trust and self-esteem. They readily approach the childminder for cuddles and to express their needs.. Children develop a healthy awareness of their own safety. They help pack away toys so they do not trip over them, practise fire evacuation and talk about road safety whilst out walking.

Children's health is promoted well. They learn about healthy living through daily routines and their hands are wiped before they eat. The childminder has effective cleaning routines to ensure her home and all toys are clean and well maintained. The childminder develops children's awareness of healthy eating. She stores the food children bring from home effectively. She is guided by the children's needs when they eat and listens well to their communication and requests. They talk about the healthy food provided by parents. Children have good opportunities to be active and spend time in the fresh air. For example, they play outside in the garden, go for walks and visit the park to use larger play equipment.

Children behave well. They respond to the childminder's sensitive behaviour management strategies, which take into account age and stage of development. Children enjoy the company of the other children. They learn to share toys and play together, with gentle encouragement from the childminder. Children are happy, lively and inquisitive. The childminder provides children with the necessary resources, activities and opportunities they need to help them gain important skills for the future.

## 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

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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:	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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