

## Inspection report for early years provision

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<b>Unique reference number</b>	122924
<b>Inspection date</b>	14/11/2011
<b>Inspector</b>	Janet Williams
<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 1991. She lives with her adult child, in Tooting in the the London borough of Wandsworth. The whole ground floor and first floor bathroom and toilet the childminder's house are used for childminding.

The childminder is registered to care for a maximum of four children at any one time, of these not more than three may be within the early years age group. She is currently minding four children under eight, and of these, two children attend during out-of-school hours. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

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

Overall the quality of the provision is outstanding.

Children's learning and development is extremely well promoted through the excellent learning environment. Highly positive relationships with parents, and partnerships with others contribute to children's achievement, well-being and development. The childminder's comprehensive self-evaluation effectively demonstrates her commitment to continuous improvement and accurately reflects the high quality of the provision.

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

To further improve the high quality early years provision the registered person should consider:

- further improving the excellent support for children with additional needs, through training made available by the local authority and other sources, for example.

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

Excellent safeguarding and protection procedures in place ensure children are safeguarded and protected. The childminder has a thorough knowledge of child protection in order to successfully promotes and safeguard children's welfare. Extensive risk assessments for both indoors and out means that children can play, learn and explore without danger. All areas of the home are frequently checked to

ensure they are suitable and safe. For example, fire guards are fitted, smoke detectors are in place on all levels and a fire blanket is easily accessible in the kitchen. All documentation required for children's welfare and development is effectively organised. For example, excellent systems are in place to ensure all relevant information is gathered from parents before children start.

Children enjoy a fully inclusive environment where their individual needs are catered for. Children with special educational needs and/or disabilities are exceptionally well supported. Successful learning plans are in place to actively ensure that all children are fully included and enjoy individualised opportunities to achieve their learning goals. The childminder strives to improve her practice through taking advantage of various training opportunities. Although keen to do so, she has not yet attended training for special needs. This high level of commitment and her reflective self-evaluation shows the childminder's dedication to personal and professional development in order to secure continuous improvement.

The excellent range of resources and play materials enables children to thrive successfully within the environment. The majority of toys and equipment are easily accessible so children are able to make independent choices about what they want to play with. The very secure relationship established with parents ensures that children's individual needs are identified and addressed. Parents contribute to the initial assessment of their child and enables the childminder to build on what children already know. This helps them successfully achieve their learning goals. All children have a diary to ensure continuity of care, and parents' wishes are highly valued. Interviews and comments received from parents demonstrate that they are extremely happy with the excellent quality of care and learning provided. Partnerships with other childminders within the community are very successful. The childminder works very effectively with schools and nurseries the children also attend ensuring secure consistency in their learning. Regular attendance at childminders' and children's groups enables the childminder to promote children's well-being and education. The childminder uses these opportunities to frequently update all information relating to the Early Years Foundation Stage. This contributes to her ability to offer purposeful quality care and learning for all children.

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

Children are cared for in an extremely caring environment, where an excellent range of resources and play material are made readily available. The organisation of the equipment encourages children to make their own choices. Versatile play and learning opportunities are provided for children, enabling them to experiment and participate in challenging experiences. The activities provided successfully support children in their play and learning in which is extended to provide appropriate challenge. Excellent quality time is given to all children, including those with additional needs ensuring they are fully included.

Children very happy, settled and their behaviour is exemplary. They are respected and listened to. Good manners and social skills are reinforced with encouragement and praise. Children flourish, enjoying music, and confidently joining in with the wide selection of songs and rhymes. The childminder records children's voices and plays it back to them. Children respond, through smiles and laughter. This also contributes extensively to their listening skills. Children enjoy exploring and using their imagination. For example, they enjoy pretending as they play with the small play people in the dolls house, and become absorbed in role play. Children demonstrate excellent cutting and joining skills and they use tools safely. They select and use appropriate materials and tools competently to create successful collages and models. For example, kitchen rolls, various fabrics and coloured paint. Children are actively involved in cooking activities make biscuits and cakes for different occasions. Through weighing, measuring and counting the ingredients, children develop their numeracy skills and this successfully contributes to their future life skills.

Effective and successful procedures are in place to promote children's health and well-being. Children successfully learn about keeping themselves safe through daily routines and when on outings. They understand that they must stay in sight and sound of the childminder and know when it is safe to cross the road. Children understand why good hygiene is important and automatically wash their hands after using the toilet. Although the childminder does not provide meals, children's individual dietary needs and requirements are considered carefully. Exceptional opportunities are available for children to learn about being and staying healthy. Each week the children are taken to the local supermarket to purchase fruits of their choice. The childminder encourages children to try and taste new fruit, taking time to explain to them how eating a balance of fruits every day is good for you.

## 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>	1
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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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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