

## Inspection report for early years provision

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<b>Unique reference number</b>	122844
<b>Inspection date</b>	11/11/2011
<b>Inspector</b>	Linda Close
<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 has been registered since 1990. She lives with her husband and two adult sons. They live in a house located in a residential road in the London borough of Wandsworth, close to local parks, shops, bus services and a mainline station. Minded children have access to a through lounge/dining room on the ground floor and the bathroom and toilet on the first floor. The family has fish in an enclosed tank. Children have access to an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of four children under eight years at any one time and three of these may be in the early years age group. The childminder is currently minding four children after school only during term time. One of the children is four years old and three are seven years old. Some of the children attend every weekday after school and some attend for occasional days. The childminder collects the children from the school where she works as a teaching assistant.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are relaxed, happy and safe in the care of the childminder after their busy day in school. They enjoy their play and the company of other children. Their progress is good given their age and starting points. The childminder has established good relationships with parents and carers. She gets to know each child well and she meets their individual needs. The childminder evaluates her service to children effectively overall and she is eager to improve any weaknesses in her work.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission to seek any necessary emergency medical advice of treatment in the future (Safeguarding and welfare) 25/11/2011

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

- extend opportunities for children to become aware of other languages.

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

The childminder is well informed about safeguarding issues. She maintains her knowledge and understanding of child protection matters through work place training and through discussions with her colleagues at the school where she works as a classroom assistant. She is aware of the signs or symptoms that can indicate abuse and she is ready to share any concerns with relevant agencies.

The childminder evaluates her work with children informally but effectively in most respects. She ensures that the activities she provides complement what the children do in school. She maintains contract documents and contact details for parents and she keeps accurate attendance records. She has most of the necessary written permissions from parents but she has not requested permission in writing to seek medical treatment or advice for the children in an emergency situation which is a requirement of registration.

The childminder is involved in ongoing training at school which helps her to maintain and improve her work with children. She keeps her first aid qualification up to date. She has a good selection of toys and games for children of different ages. She gives children the freedom to choose books, activities and games that appeal to them.

The childminder warmly welcomes the children into her home and she promotes that each child can take part in all activities through adjusting them according to their age and stage of development. She takes note of left and right handedness and provides scissors that meet individual needs. None of the children currently attending have special educational needs and/or disabilities. However, the childminder is confident in her knowledge of ways to support children's learning. She actively engages with teachers to ensure that the support she offers meets children's individual needs. She extends school activities at home that are linked to celebrations from different cultures including Diwali, Advent, Christmas, Black History month and Saint Faith's Day.

Parents report that they are more than happy with the care that the childminder provides for their children. They say that their children are happy and they enjoy their play and activities after school. They are particularly pleased that the childminder works in the school and gets to know the children well. She provides strong links to the teaching staff which is particularly advantageous for working parents.

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

Children show in their self confidence and their calm body language that they feel safe in the care of the childminder. They tell her what they like to eat and drink and she sometimes offers them their favourite meal of beans on toast for tea. The

childminder gently reminds children to be polite and say please and thank you. She speaks kindly to them and they learn from this and speak kindly to one another. The children know what is expected of them and their behaviour is exemplary. They calmly accept that they must take turns with favourite resources. The older children spontaneously hug the younger children and say goodbye when they are leaving which shows what good relationships they enjoy. Children are helpful when it is time to tidy away their toys.

The childminder helps children to learn how to achieve a healthy lifestyle. She encourages them to take healthy exercise. She reminds them to wash their hands before eating and after using the toilet. She provides healthy snacks and meals for the children which include fresh fruit, toast and home cooked meals for those who stay longest. She helps them to understand that some food and drink is best avoided to keep their teeth strong. The childminder has a suitable sick child policy in place which she shares with parents.

The childminder supports children's learning well overall through fun activities and free play. She helps children to gain knowledge and understanding of the world through discussions and through giving them books about different countries although she does not always make best use of the linguistic skills of some of the children who attend. Some are fluent in English and another language but they don't often demonstrate their expertise and knowledge to enrich the learning of the others who attend.

The childminder is sensitive to children's need for relaxation and a calm atmosphere after a long day in school. She plans complementary activities such as colouring and cutting out Red Poppies after children's Remembrance Day celebrations in school. She talks to the children and helps them to remember their letter sounds and shapes so that they can label their own work. She takes children to the library to choose books to share with her. Children count and sort shapes in play with construction toys. They are very skilled in the use of the computer mouse. They focus sharply on the computer programmes and show good powers of concentration. These activities help children to develop good 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

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: Met

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