

## Inspection report for early years provision

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<b>Unique reference number</b>	138110
<b>Inspection date</b>	17/11/2011
<b>Inspector</b>	Christopher Mackinnon
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since October 1996. She works alongside her daughter, who is also a registered childminder. Both work at the childminder's house in Raynes Park, in the London Borough of Merton. All of the ground floor is used for childminding, with an enclosed courtyard garden for outdoor activities.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working on her own, may care for a maximum of three children under eight years, with no more than three in the early years age group. When working with another childminder, may care for a maximum of five children under eight years, with no more than four in the early years age group. The childminder currently has six children on roll, and all are in the early years age group. The childminder has a level three early years childcare qualification.

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

Overall the quality of the provision is good.

The childminder is an experienced childcarer, and successfully promotes individual children's achievement. Children have access to a stimulating and well resourced play environment. Well planned activities and detailed assessment, ensures children make excellent progress with their learning. The childminder has good links with parents and other carers. Self-evaluation is consistently used to promote improvement, and the childminder is developing aspects of her educational programme.

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

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

- develop the range of activities that support children's knowledge and understanding of the world.

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

The childminder is well organised, and has been providing childcare for over fifteen years. She has completed level three childcare training, and has a high level of experience. She works in partnership with another registered childminder; at her address, and children are provided with highly effective programme of learning. The childminder's organisation of safeguarding is consistent, and well maintained. She has a confident awareness of child protection procedure, and clear policies and records are used keep children safe and secure.

A well organised range of methods are used by the childminder to appraise and evaluate the play programme. Frequent meetings take place with her co-childminder, where she reviews the planning of activities and organisation of the play environment. Many general aspects of practice have been improved recently, particularly opportunities for outdoor play, and the provision of new resources. Further training is also ongoing, on the application of the six areas of learning. As a result, the childminder identifies that children's knowledge and understanding of the world is an aspect of the learning programme with scope for development this is noted as an area for improvement.

Children have access to a highly stimulating play environment and the provision of resources is generous and well considered. Children have opportunities to develop small world play and explore a wide range of programmable toys. Children also have access to a excellently presented children's play room, that contains a wide variety of books, role play materials and visual learning elements. Children particularly enjoy using assembly systems. For example, children can choose and combine play items from a wide range of train tracks and roadway sets. The childminder also makes excellent use of an enclosed outdoor courtyard area. With a high level of tactile, sensory and mark making activities provided.

The childminder effectively promotes inclusive practice, and works closely with each child to know their individual learning needs. A considerable amount of one-to-one care is provided, and a strong emphasis is placed on promoting individually planned learning; and supporting children's interests; for example, gaining information from parents on commencement; to establish children's starting points. The childminder also has experience of working with children with a range of educational needs and disabilities. To support diversity, a good range of resources and visual material is provided to help children learn about differences and other cultures.

The childminder has good links with other settings. She collects children from a nearby junior school, and provides the teachers with transition information when children leave her care. The childminder takes care to work closely with parents, to support children's achievement. She spends time with parents, and organises set times to talk about care issues; and to show parents their children's progress records. The childminder is often called upon to provide support for parents and families, and uses her experience positively, to provide guidance and advice.

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

Children's enjoying and achieving is excellently supported, by a highly organised and well planned play programme. Children's individual interests and learning priorities are the main source of activity planning, and frequent learning themes are also provided throughout the year. Children's progress in learning is also

successfully observed and frequently recorded. The childminder uses a colour coded system to monitor individual children's achievement; and track their progress across the early learning goals. Children's learning and development benefits greatly from the use of detailed weekly assessments, which are well used to record each child's next steps in learning. Well presented individual learning journals are also used; with photographs well used to share children's achievement with parents

Children's learning is excellently supported, by the childminder's highly effective teaching. She shows considerable skill with extending activities and widening children's learning. For example, using questions to support their awareness of colours, letter shapes and numbers. The childminder also takes time to talk with children, and promote their creative thinking; they learn how play materials can be used and adapted.

The childminder works calmly and supportively with children and helps them to feel safe within her setting. Children play happily and show a lot of confidence; particularly when talking about their favourite toys and activities. The childminder has a wide range of safety and security procedures in place, with well organised and detailed risk assessments. Children are also helped to learn about road safety and how to be safe on outings; for example, by looking at specific books about being safe and confident in public places. The childminder also works effectively supporting children's personal and social learning. A high level of one-to-one learning and guidance is provided and shared during activities, is consistently supported. Children also have planned visits to group play, to support their interactions with others.

Children's health and welfare is consistently supported. Children have particularly good support for hand washing and awareness of hygiene. Children are also successfully encouraged to learn about foods at meal times; and develop an understanding of healthy eating. To promote physical development, children have many active games indoors; for example, they enjoy climbing, and learning balance using large soft play shapes. Children also have many good physical play opportunities in the childminder's outdoor play area.

Successful planning and well focused teaching, ensures children's skills for future learning are promoted to a high level. Children's communication and literacy is fully encouraged, and children talk easily about animals and learn about the things they eat. For example, knowing that a giraffe has a long neck to take leaves from the top of trees. As part of problem solving and numeracy, children show considerable confidence with building and assembly; with good guidance also given on learning about shapes, and big and small. Children have a wide range of well planned art craft challenges, to promote their creative development. They enjoy finger painting, and explore colours and patterns with chalks outdoors. Children also learn about the wider world through books and stories, and have frequent outings; to promote their awareness of nature, and the local environment.

## 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	1
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	1
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	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

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

Met