

## Inspection report for early years provision

---

<b>Unique reference number</b>	138135
<b>Inspection date</b>	16/11/2011
<b>Inspector</b>	Lisa-Marie Jones
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 1992.

She lives with her husband and children age 13 and 24 years. They live in a residential area of Tooting, within the London borough of Merton. Childminding takes place in all areas of the childminder's home. There is a ground floor toilet and a fully enclosed garden for outdoor 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 five children under eight, three of whom can be in the early years age group, one of whom may be under one year old. She is currently caring for four children, two of whom are in the early years age range.

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

Overall the quality of the provision is outstanding.

The childminder's knowledge of the Early Years Foundation Stage framework is superb. She promotes the safety, welfare, learning and development of the children in her care exceptionally well. The childminder's use of self-evaluation works mostly highly successfully to maintain continuous improvement. Engagement with parents and others involved in the care of the children is excellent and as a result of collaborative working continuity of care is assured and children's learning is supported impressively.

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

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

- exploring further ways to enhance children's learning and development experiences through the use of self-evaluation, making assessment of what the setting offers against challenging quality criteria.

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

The childminder demonstrates an extremely good awareness of her role and responsibility to safeguard the welfare of the children. She implements an effective safeguarding children policy and procedures; she has up-to-date knowledge of the current Local Safeguarding Children Board guidance. High priority is given to promoting children's safety within the setting and on outings. The childminder minimises potential hazards by conducting regular, comprehensive risk assessments and taking effective safety precautions. Fire safety arrangements are

carefully considered; emergency evacuation procedures take place to enable children to become familiar with what to do in the event of a real emergency. The childminder keeps relevant and comprehensive documentation and records that promote children's health and well-being. The home is extremely well organised to enable children to have freedom and space to explore all activities independently. They take part in daily outings to various child-orientated play centres to further support their development of social skills.

Activities, resources and the childminder's understanding fully promote equality and diversity. Children are given ample opportunities to be exposed to and explore and understand different cultures. All children are given opportunities to extend on their learning and to develop at their own pace with the support of a childminder who has an in-depth knowledge of the children's abilities and next steps of development. Children with additional needs are supported extremely well and make very good progress considering their starting points. Meticulous planning and assessments help to track their progress for any gaps in their learning to enable next steps to be identified and focused on, in conjunction with discussions with parents. Each child has an observation and planning folder that goes home to parents. This includes information on menus, routines, complaints procedures, guide to infections, next steps for children's learning and moving on to primary school information. The childminder liaises with other providers involved in the care of the children sharing planning and the proposed next steps for each child. In this way she ensures progression and continuity of learning and care very well.

The childminder demonstrates an excellent capacity for continuous improvement overall. She has attended an extensive range of training since her last inspection, and in this way keeps up to date with current issues. There is a robust system in place to monitor and evaluate her provision. As a result, the childminder is able to identify her strengths and weaknesses or target areas for improvement effectively. She is aware that in order to ensure continuous improvement she will have to be even more rigorous in her self-evaluation. The childminder has a really positive attitude towards her provision and the care of the children. She states she loves being a childminder and enjoys the children's reactions and supporting parents in their children's development and is always looking to improve the outcomes for children.

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

The childminder's clear, concise individual planning, observation and assessment fully ensures that children are offered a balanced curriculum that reflects all of the six areas of learning. The detailed systems to monitor their development demonstrate that progress is consistent and it is clear that next steps are being achieved. As a result children are being offered challenging and exciting experiences that ensure they are making excellent progress towards the early learning goals. Children clearly relish their time in the setting and are stimulated and excited by activities that are on offer during the day. They are motivated in their play and gain independence as they engage in indoor and outdoor play, and

enjoy visits into the local community.

Children have the opportunities to adopt good personal hygiene habits through hand washing routines, and develop very good manners and social skills. They are very aware of the benefits of adopting healthy lifestyles and how to keep themselves and others safe. Their feelings of being safe and secure are nurtured through the close, caring relationships the childminder has with them. They play extremely happily and cooperatively with each other, are fully included and supported impressively in all activities. This is enabling children to enjoy their time in the setting, achieve exceptionally well and develop excellent skills for future learning.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----