

## Inspection report for early years provision

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<b>Unique reference number</b>	EY285166
<b>Inspection date</b>	16/01/2012
<b>Inspector</b>	Janet Thouless
<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 2004. She lives with her husband and two children aged 10 and two years in Pimlico in the London Borough of Westminster. The whole of the childminder's home is used for childminding. The childminder is registered to care for a maximum of four children under eight years at any one time; of these, no more than two may be in the early years age range. She is currently minding two children in this age group on a part-time basis. She offers care to children aged over five years to 11 years. When working with another childminder, she may care for 10 children under eight years; of these, not more than four may be in the early years age range. The childminder holds a level 3 qualification in childcare. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from local schools. There is no outdoor play space, but the childminder takes children to the library, childminding groups and local parks on a daily basis. She is a member of an approved childminding network.

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

Overall the quality of the provision is outstanding.

Children flourish in the care of the childminder, who understands the uniqueness of each child so their individual needs are expertly catered for. They make excellent progress in their learning because of the childminder's knowledge and understanding of child development. The childminder has highly effective partnerships with parents and others, which impact very positively on outcomes for children. The childminder well evaluates her provision to have a clear understanding of her strengths and of most areas for future development. She is totally committed to improving outcomes for children and demonstrates, overall, outstanding capacity for continuous improvement.

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

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

- consolidating the culture of reflective practice, self-evaluation and informed discussion to maintain the high quality of provision for all children.

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

Children are safeguarded because the childminder has a comprehensive awareness of safeguarding issues. She understands her responsibility to protect

children, is confident about those issues that would cause her concern and knows what action to take if necessary. The excellent relationship the childminder maintains with parents and others ensures an open exchange of information with them to further assist in safeguarding children. Extensive policies and procedures supports early years practice and all are made available to parents so they are fully aware of the service on offer. Comprehensive risk assessments of all areas with which children may come into contact are recorded very effectively. As a result, children are confident to explore and learn in a secure and safe, yet challenging indoor and outdoor environment.

The childminder demonstrates her outstanding ambition and drive for improvement in the service she provides with exceptional enthusiasm. She sets herself high standards which are embedded in all areas of her practice. Furthermore, by attending training on a regular basis, she is continuously enhancing the welfare, learning and development opportunities for children. As a result, outcomes in children's achievements and well-being are extremely high. The childminder well evaluates the service she offers the children and their parents to identify possible improvements to the activities currently on offer. However, reflective practice is not maximised to highlight further priorities for improvement with regards to outcomes for children.

All children benefit greatly from being cared for in a highly stimulating and welcoming, home environment. An excellent range of age-related resources is freely accessible and children choose what they would like to play with. Toys and resources are arranged in inviting ways to stimulate children's curiosity and desire to explore. Adult-led activities are also included in the daily planning, helping children focus on their priority learning areas. There is plenty of space to play in, as well as room to sit and relax. The childminder values diversity and children experience a very wide range of activities and resources that represent individual differences, such as people with disabilities or from other cultures. Children visit a local children's centre to experience a range of festivals. As a result, children learn about the background of festivals and celebrations at a level they can understand. The childminder selects toys and play resources that present non-stereotypical images and positive role models to all children.

The childminder has established excellent partnerships with parents and others and these significantly contribute to children's care, welfare and education. The childminder knows the culture and background of each child extremely well and values the views of parents and others. Parents receive daily information regarding their children's care and welfare. They view their children's learning journals and this enables parents to be fully involved and contribute to their children's record of achievement. Parents are highly complementary about the service provided by the childminder. The childminder has highly effective partnerships with others involved in the care of minded children and their families. As a result, positive links are extremely well established.

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

The childminder has developed strong, caring attachments with children, who are extremely happy, confident and settled. They receive excellent support with their

learning and development and feel safe and secure in the childminder's care. There is a great emphasis on children learning through play and having fun. Daily activities are thoughtfully planned, fully taking into account children's individual interests and needs. The childminder extensively observes and records children's progress and achievements, then expertly collates the information to identify their next steps in learning. Children are confident, secure and knowledgeable because of the excellent levels of care and education provided by the childminder. They are engaged and show high levels of interest in all that they do, as they receive constant praise and reassurance. Children's behaviour is excellent, as they respond well to the high expectations and consistently good example of the childminder. Numeracy and problem solving consistently form part of children's daily activities, through adult-led and child-initiated activities. For example, they fill and empty containers in water play and sing counting songs and rhymes. They snuggle down and listen intently to stories and enjoy the use of puppets, which they find intriguing. They excitedly name animals within the storyline in response to the childminder's skilful questioning. Children develop their imaginations very well when taking on different roles. They enjoy dressing as fire fighters and driving their make-believe fire engines. The childminder supports them in their play by involving herself. This helps children to understand how to play cooperatively and take turns. Children are made aware of supporting less advantaged children through local, fundraising events. For example, they bake cakes and send all proceeds to charity. This helps them to develop an understanding of others. Children gain an excellent awareness of the wider community as they participate in activities, such as a 'gardening club' at the local park. They plant flowers, vegetables and herbs and learn how to care and nurture growing things. In addition, they learn about nature from their observations and discussions with the childminder; for example, they are encouraged to view and name local wildlife at parks and are members of a wildlife trust. Children develop an excellent understanding of keeping healthy. The childminder provides them with an excellent range of healthy, home cooked meals and snacks. Story books, posters and activities are chosen to further develop children's understanding of healthy eating and exercise. They show exceptional awareness of hygiene routines, as the youngest children know to wash their hands with soap and water before and after meal times. They learn how to care for their teeth through dental hygiene routines. Young children are very content and settled, because their individual routines are totally respected. They have regular naps so they are happy, refreshed and ready for more play. The exceptional range of outdoor play experiences supports children's physical development and allows them to take acceptable risks in a safe environment. They enjoy daily trips to the park to play on larger, physical equipment. They benefit greatly from many visits within the community to help them learn about their immediate environment. They attend children's centre groups, visit the library, enjoy many local walks and visit many London attractions. These positive, early years experiences provide children with an exceptional start in life to enable them to develop the skills needed for their future success.

## 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	2
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

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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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