

## Inspection report for early years provision

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<b>Unique reference number</b>	EY433686
<b>Inspection date</b>	20/01/2012
<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.

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## **Description of the childminding**

The childminder was registered in 2011. She lives with her partner and a teenage member of her family in a house located in a residential road, in the Tooting Bec area in the London borough of Wandsworth. The house is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the upstairs bedrooms. The bathroom facilities are on the first floor. Children use the enclosed garden at the rear of the house for outdoor play. The family has a cat.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time and three of these may be in the early years age range. She also offers care to children aged over five years to 11 years. There are currently three children on roll who are aged 20 months, four years-four months and four years-six months. The childminder takes and collects children from the local school and she takes children to several toddler groups on a regular basis.

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

Overall the quality of the provision is good.

The childminder provides a warm, comfortable home environment for the children. She enables them to make good overall progress in their learning, through thoughtfully planned play experiences and through outings in the local community. The childminder has established a good working relationship with parents and the information that they share effectively promotes continuity of care. The childminder maintains useful records and documents to support her practice. She evaluates her work with children well overall and she consults local authority advisory staff who assist her in developing her work with children.

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

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

- give children more opportunities to investigate the natural world for example, by providing chimes, streamers, windmills or bubbles to investigate the effect of the wind
- extend the range of activities to include some that involve children in exploring the characteristics of liquids and solids for example, when melting ice, chocolate or cheese or cooking eggs.

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

The childminder is well aware of her responsibility to safeguard the children in her care. Her policies and procedures are shared with parents so that they understand her role in keeping children safe. She makes sure that her home is safe through carrying out risk assessments and daily checks. Every venue that she visits is assessed for potential hazards and her findings are reviewed before she leaves home each day.

This newly established childminder has checked her work to make sure that she meets all of the requirements of registration. She maintains valuable links with local childminder advisors and she invites them to her home to assist her in evaluating her work. She observes the children and makes sure that the activities and play materials she provides are suitable for their age and stage of development. She decides what they need to do next and enables children to make good progress in most areas of their learning. However, her evaluation did not identify minor gaps in her programme of activities linked to exploring the wind and the weather or how materials can change at different temperatures. The childminder is eager to develop her work with children and is planning to take advantage of further short courses to enrich her provision.

The childminder has a wide range of good quality toys which she stores at a low-level in the lounge for children to access easily. She displays many interesting artefacts from different parts of the world, including a Thai cushion, dolls, carvings and art work from Africa. She meets the individual needs of the children in her care and she helps them to accept and respect diversity.

The childminder demonstrates her willingness to work in partnership with therapists and specialists if there is a need. However, she has not been called upon to do this as yet. She talks to the staff when she collects children from school and she makes sure that the activities she provides support the children's learning.

Parents comment very favourably on the standard of care that their children receive. They compliment the childminder on the good quality information that she shares with them about their child's food, sleep and progress. They say they are confident that their child is in a safe and very friendly environment. Parents comment on the way their children rush off to discover what exciting toys are out for them as soon as they arrive and others say how pleased they are that their child is learning some greetings and phrases in the French language.

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

Children show in their relaxed body language and in their happy smiles that they feel safe in the care of the childminder. They confidently explore their toys and they easily choose favourite playthings, including sit and ride toys and books.

Children are well behaved and they cooperate with the childminder very well. They snuggle up close to share story books, calmly accept a clean nappy and happily settle down for an afternoon nap.

The childminder helps children to follow good routines for personal hygiene. They wash their hands after giving the cat his treats and before eating. They enjoy healthy breakfasts, fresh fruit snacks and balanced home cooked meals. A specimen menu tells parents what kind of food the childminder provides and she records what they have eaten each day. Younger children have progressed very well with feeding themselves and they manage with very little help. The childminder encourages children to take frequent sips of fresh water which she keeps beside them at all times.

Children show a keen interest in books and they happily choose their favourites. They turn the pages one by one and listen thoughtfully as the childminder reads the story. They are beginning to say many words with increasing clarity including 'more', 'hot' and the names of colours and animals. Children benefit from the childminder's calm manner and her pleasant way of speaking. They listen to her and she listens carefully to them in return. They eagerly explore and play with various battery operated toys which shows that they are making their first steps in finding out about cause and effect. Older children sometimes use a more complex machine for playing games after school. Taken overall, the children are engaged in worthwhile activities which help to develop their skills for future learning.

Children learn about the local area when they go out and about with the childminder. They engage in energetic play at the playgroup. Older children can play in the park after school or in the childminder's garden. The childminder provides children with dough for moulding, rolling and cutting. Their art work shows that they use a good range of paint, glitter and glue in their creative work.

## 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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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