

## Inspection report for early years provision

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<b>Unique reference number</b>	107403
<b>Inspection date</b>	24/01/2012
<b>Inspector</b>	Elizabeth Mackey

<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 1985. She lives with her husband in a three bedroom house in Camberwell, in the London borough of Southwark. The whole of the ground floor of the premises is used for childminding and there is an enclosed garden for outside play. The property is close to local schools, parks and transport services. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children at any one time, of whom three may be in the early years age group. The childminder is currently caring for one child who is in the early years age group. The childminder holds a relevant level three childcare qualification.

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

Overall the quality of the provision is good.

Children are cared for by a qualified and experienced childminder who has a very good understanding of the individual characteristics and needs of the children, which enables her to work effectively to meet their learning and welfare needs. Children make good progress in the well organised child-friendly setting, which enables them to develop their independence, and access a wide range of learning and play opportunities. The childminder's practice is well supported through the positive relationships with both parents and other settings, ensuring good channels of communication are in place to fully support both the welfare and learning needs of children. Overall, the system for assessing children's progress works well. A reflective self evaluation enables the childminder to evaluate her level of provision accurately and identify her strengths and weaknesses. The childminder is committed to ongoing development in order to continue to improve the outcomes for the children.

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

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

- expand the tracking of children's progress by identifying achievements and any gaps in progress to enable children to reach their full potential.

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

Children are well protected because the childminder has a good knowledge and understanding of child protection issues and arrangements for safeguarding children are robust. Effective procedures are in place for safeguarding children and clear policies and procedures are implemented for liaising with the appropriate child agencies. The childminder has attended relevant safeguarding training to

ensure her knowledge remains up to date. Children's well-being is very well promoted by the childminder. There are clear agreements with parents and transparent policies and procedures, which are shared. The childminder has also attended a variety of training courses, including training on food safety and risk assessment.

The childminder provides a safe, stimulating, and comfortable environment. Children access a wide variety of resources and activities to meet their needs and provide sufficient challenge. Areas used by the children are clean and well organised to encourage their autonomy. Children are closely supervised at all times, there are comprehensive risk assessments for the premises, and for each of the many outings the children attend. The childminder successfully promotes children's development across the six areas of learning. She interacts warmly and positively with the children and she has a good knowledge of children's background and needs. She embraces diversity to help children understand the society they live in. Children are developing a good knowledge and understanding of diversity through the improved range of resources available.

There are very good systems in place to track children's achievements as they progress through the early learning goals. This enables the childminder to effectively plan for children's ongoing development in partnership with their parents. The childminder obtains thorough information with regard to children's individual needs, including the starting points in their learning journey. There are successful systems in place for daily communication with parents, including a written account of children's time in the setting. This effective communication system, results in clear, respectful, cohesive partnerships. Effective systems are in place to support the liaison with other childcare practitioners. This provides worthwhile opportunities to share children's progress, enabling a cohesive approach in the development of children's next steps in their learning. The childminder demonstrates a commitment to driving improvement. She reflects on her practice through an effective system of self evaluation, which incorporates the views of parents. Also, she keeps up to date with changes in requirements and continues to develop her practice.

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

The childminder has developed strong and caring attachments with the children. Children are happy, confident and settled. They receive consistent support with their learning and development, feel safe, and secure in the childminder's care. There is a great emphasis on planning for children's individual needs and their routines are respectfully followed. Planning for each child stems from the childminder's observations of children's interests, and achievements, all of which are detailed in individual learning journey folders. The childminder notes children's progress well, however the system lacks an overview across the six areas of learning to identify any possible gaps in children's learning and development.

On arrival, children chose what they would like to play with. They engage in

activities that sustain their interest, for example small world and imaginative play. Children receive a good balance of adult led and child initiated activities. The childminder sits on the floor to guide them and when they continue independently, she steps back to allow them to develop their play. The childminder extends children's thinking by asking open-ended questions. Children's interest in listening to stories is fully promoted. They show interest in familiar stories and rhymes and they enjoy various opportunities to explore books. They go to the library where they listen to stories and explore the different textures of books, which particularly interests the younger children. They have frequent opportunities to mark make with age appropriate activities. They paint, draw, and engage in a wide range of creative activities, for example hand painting. Children love music and learn familiar songs and rhymes. Their interest in music is enhanced by accessing a good range of musical instruments and attending singing groups with the childminder. Children enjoy problem solving as they build construction and complete inset puzzles. Children use their imaginations well as they enjoy pretend play with the dolls and prams and dressing up costumes. They also enjoy playing with microphones and torches, exploring sounds and light in an imaginative way.

Children benefit from many visits in the community to help them learn about their immediate environment. They attend local childminding group, playgroups, the library and parks. Children learn about keeping safe as they practise road safety and fire evacuation. Children learn about the importance of a healthy lifestyle, which includes practising good hygiene routines and learning about which foods are good for them. The childminder provides healthy and nutritious snacks and meals. Children behave well and there are positive strategies in place to support them. Children receive meaningful praise and encouragement and as a result, they acquire a positive attitude to learning. They also experience consistent boundaries and a regular routine which helps them to feel secure. These positive early experiences provide children with a good 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>	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