

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY356227    |
| <b>Inspection date</b>         | 02/05/2012  |
| <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 2007. She lives with her family in a two bedroom second floor flat located in a low rise block in a residential road in the London Borough of Wandsworth. The flat can be accessed by a lift or stairs. All areas of the home are used for childminding. There are two children in the family of whom one attends secondary school and one is in the early years age group.

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 three children under eight years, and two of these may be in the early years age group. There are currently two children on roll who are both in the early years age group and both attend part time.

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

Overall the quality of the provision is good.

Children are happy, safe and secure in the care of the childminder and they are making good overall progress in their learning. The childminder has established good working partnerships with parents and the information that the adults share helps the childminder to meet the individual needs of each child. The childminder evaluates her service to children well overall. She actively seeks to maintain continuous improvement through further training and personal study. She takes effective steps to meet recommendations made at inspection and she takes advice and guidance from local authority development officers.

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

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

- extend opportunities for children to develop their independence particularly at mealtimes
- enhance the play environment with displays of numbers, signs, symbols and words.

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

The childminder is well informed about safeguarding matters. She demonstrates through discussion and in her comprehensive documentation that she fully understands her responsibilities and she shares information with parents so they too are well informed. She conducts regular risk assessments and takes steps to

keep children safe in her home including close supervision and the strategic use of safety gates. She also gives careful consideration to keeping children safe on outings when they wear bracelets carrying her telephone number in case they get lost.

The childminder has carried out a detailed self-evaluation which shows that she identifies the strengths and weaknesses of almost every aspect of her work with children. She successfully meets all of the legal requirements of her registration. She keeps abreast of current developments in the Early Years Foundation Stage and she has booked a place on an update training course in the near future. She invites advisers to visit her to help her maintain good standards. She has extended her range of resources linked to diversity as recommended in a previous inspection.

Children have easy access to a very good selection of toys including puzzles, dolls and small world resources. The childminder also has an extensive range of graded Montessori equipment which she plans to present to the children when they display the readiness to make best use of them.

The childminder welcomes children from a range of cultures and backgrounds and she celebrates a range of events with them including Saint Patrick's Day and Chinese New Year. The childminder is ready to welcome children with disabilities or learning difficulties and she has the ability to use Makaton signing when required. She expresses her willingness to take advice and guidance from therapists and specialists if there is a need although she has not been called upon to do this as yet.

The childminder provides parents with a wealth of information about her work with children. She has compiled a useful file of information about her approach to her work which explains the Montessori philosophy of education. She gives parents details of the activities that their children have enjoyed each day as well as notes about their sleep time, nappy changes and what they have eaten. Parents are very positive and complimentary about the childminder and the quality of care that she provides for their children.

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

The children show in their calm behaviour and relaxed body language that they feel safe in the care of the childminder. They allow themselves to be soothed off to sleep and they awake smiling, refreshed and ready to play. The childminder is firm but kind and polite in her ways of managing children's behaviour and they respond to her well. She reminds them to share, take turns and be kind to one another and they get along together happily. Children choose toys independently and they learn to help to put them away at the end of their play. However, their independence is not consistently encouraged at meal times because the childminder feeds them rather than encouraging them to try to feed themselves with her assistance.

Children are cared for in a clean, well-organised home environment. The childminder follows hygienic routines at nappy change time. She plans and provides a healthy, nutritious range of foods for the children which is mostly home made using fresh ingredients. The childminder is happy to prepare meals that meet parental requirements including vegetarian options or dishes that meet individual dietary needs. Parents state that they are very happy with the healthy range of meals that the childminder provides.

The childminder models clear speech at all times when she is speaking to the children. She maintains a commentary when the children are playing so that they learn words relevant to their activities including positional words and the names of colours and toy vehicles. The childminder weaves numbers and counting words into the discussions over children's activities. She counts out loud one, two, three while they play and uses terms such as 'following' and 'more' appropriately. Children have a good selection of books to share and they sometimes use sandpaper letters to trace letter shapes. However, the play space has no words, signs or symbols displayed for children to see.

Children take great pleasure in choosing cars to play on a car mat on the floor. They also play happily with small world toys including dolls and some battery operated toys which they explore with interest. A mobile phone with realistic sounds is a firm favourite and they press the buttons again and again to make it ring. Taken overall, the children's activities and the childminder's active support and encouragement help the children to develop the skills that they need for future learning.

The childminder often takes children to a soft play centre and various playgroups to help them learn about the wider world and to develop their social skills. She observes the children and decides what learning experiences to plan next to support their progress and development.

## 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

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| <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

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| <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

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| 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

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| <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**

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| 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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