

## Inspection report for early years provision

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<b>Unique reference number</b>	EY358528
<b>Inspection date</b>	12/06/2012
<b>Inspector</b>	Loraine Wardlaw

<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 2007. She lives with her husband and two school age children in a maisonette, in the London Borough of Wandsworth. The provision is close to shops, parks and transportation links. The whole of the first floor is used for childminding. The family has an aquarium with fish.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She also has a variation which currently allows her to care for a maximum of four children in the early years age range two days a week. She is currently minding four children in this age group. The childminder supports children with special educational needs and /or disabilities.

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

Overall the quality of the provision is good.

Children have a fun time with the well-qualified childminder, who understands their individual needs well. They enjoy a stimulating learning environment coupled with sympathetic support from the childminder. This enables them, overall, to make good progress towards most of the early learning goals. A key strength of the provision is the childminder's successful juggling of the varying needs of the different age groups she cares for. The self-aware childminder has strong links with the local children's centre which helps to ensure continuous improvement is effectively maintained.

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

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

- exploit the mathematical potential of the indoor environment, for example linking numerals to counting and calculating through practical situations and routines.

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

The childminder has a good understanding of safeguarding issues. She has a secure knowledge of the child protection procedure, in the event of any welfare concerns. Clear procedures are in place, which support children's well being, such as the childminder undertaking regular risk assessments indoors and on outings. The childminder shares with parents many additional written policies, which underpin her knowledge and practice. Play resources, which cover all areas of

learning, are set out in several areas of the home from home environment, to inspire children to participate. The childminder makes good use of community groups to complement the learning that takes place at home. The childminder demonstrates a good drive to improve. She completes an accurate self-evaluation form and clearly discusses how she reflects on her practice. She gains feedback from parents to give her a broader view of the service she provides. The recommendations and actions raised at the previous inspection have been successfully addressed.

The childminder develops good relationships with parents, who write positively about her provision. All aspects of children's welfare and learning are shared with each other to help ensure good continuity of children's care and learning. For example, the childminder plans extension activities after she hears about children's exciting, holiday experience when they brought home a caterpillar. She works effectively with other professionals and parents to enable all children meet their full potential. For example, she works in close partnership with a portage worker and they attend training together on Makaton sign language and supporting children's language. The childminder plans effectively for each unique child and promotes equality and diversity well. She has experience of supporting children with special educational needs. The childminder does not stereotype but uses books, dolls and puzzles to help children learn about differences amongst people.

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

Children have a very enjoyable time when cared for by the childminder who is very in tune with each individual child's needs. Despite caring for four pre-school children at one time she juggles their needs with ease and skill. She weaves care and learning together effortlessly, because she plans each day carefully to ensure each child is included. For example, four-year-old's excitedly, and with great concentration, make butterfly finger puppets sitting at the kitchen table, while toddlers experiment with glue and different materials. One-year-old's sit safely in the high chair after their morning sleep and are fed, while watching the other children. They then join in and make marks on paper with pens. The childminder is careful to use Makaton signs during routines and play which supports children's personalised learning paths. Older children confidently demonstrate the various skills and knowledge they have gained. For example, they engage in conversation with all adults in the room and their peers, ask questions to clarify their thoughts and respond well to the childminders open-ended questions. They use mature vocabulary such as 'antennae' when talking about their butterflies.

Children are clearly making good progress in their speech and language skills and most can count confidently. However, there is less emphasis in the routines and play on children recognising numerals and verbally problem solving. Children talk about looking up the painted lady butterfly on the computer to see what colour it is which in turn develops their mouse skills. All children become highly engaged in a nursery rhyme singing session, using props as visual aids. They sit on the carpet, listen and join in well, taking turns to select a small 'humpty' or 'fish' from the

bag. This effectively promotes positive contribution and good behaviour amongst the children. The childminder is a very good role model. She is calm and consistent in her management of the children, ensuring respect for all people.

Children undertake good hand washing routines before eating and all sit together for their healthy fruit snack and drink. They talk about what is for tea today and hope it is spaghetti bolognaise, which is their favourite. Children walk several times a day and regular visits to the park take place to develop their physical skills, such as climbing. They feel safe and secure in the childminder's home and care, because she builds a very warm relationship with each child. They learn about how to keep safe, such as developing an awareness of road safety. They wear high visibility jackets when in the busy park so they can see each other easily. The childminder's confident approach to equal opportunities actively promotes children's positive attitude to the wider community. For example, they enjoy a variety of cultural foods and learn new words when children attend whose home language is not English.

## 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