

## Inspection report for early years provision

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<b>Unique reference number</b>	122827
<b>Inspection date</b>	14/06/2012
<b>Inspector</b>	Mauvene Burke
<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 has been registered since 1980. She lives with her husband, an adult son and teenage grandson. They live in a three bedroom house that is situated in the Shaftesbury Park Estate in Battersea, in the London Borough of Wandsworth. The home is within walking distance of shops, schools, parks, a library and transport links. Childminding takes place mainly on the ground floor. This consists of a through living room/dining room and a kitchen/diner. Children have access to the bathroom facilities on the first floor. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years at any one time. Of these, no more than three children may be in the early years age range. She currently has five children on roll in the early years age range. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and local childminding groups. The childminder has a level 3 qualification in Childcare and Education. She works as a specialist childminder for the local authority.

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

Overall the quality of the provision is outstanding.

The childminder offers excellent care for children and has an exceptionally well developed knowledge of each child's needs. She promotes good partnerships with parents overall and exceptional partnerships with other childcare professionals to ensure that children's welfare and learning is continuously promoted. This well planned and child-friendly environment and the rigorous procedures that are in place, keep children safe and secure. The childminder consistently reviews her service, enabling her to identify her strengths and focus on the areas for improvements. Therefore, she maintains a service which is highly responsive to children's needs.

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

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

- developing opportunities for parents to further contribute to their children's learning, for example, by involving them more in observational assessment.

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

Children are well protected from harm as the childminder demonstrates an extremely good understanding of her role in safeguarding children. She has attended relevant training related to the Local Safeguarding Children Board guidance and procedures and has established a written safeguarding policy. This helps to ensure that she can confidently follow up any concerns about a child's welfare. She demonstrates a secure understanding of signs and symptoms that may indicate a child may be at risk of harm. Children's safety is given extremely high priority. The childminder's comprehensive risk assessments are carried out on all areas of the property and daily checks help to ensure that the environment is safe for children at all times. She ensures that all outings are thoroughly risk assessed before they are carried out enabling the children to safely take part in an exciting range of activities. The childminder's documentation underpins her excellent working practices.

Resources are of a high quality and effectively promote children's learning and development. Children's progress in relation to their starting points is exceptional and the learning environment greatly contributes to the progress that they make. Children clearly benefit and thrive as a result of the learning environment, where they can move around confidently, freely and safely. The childminder attends regular training to maintain her professional development which greatly helps to improve the outcomes for children.

The childminder engages well with parents overall. She discusses aspects of children's development with parents at the beginning of each new placement and on a daily basis. This enables her to provide care that is clearly tailored to meet children's individual needs. However, parents are not encouraged to be fully involved in supporting their children's learning and development, for example, by contributing to their children's observational assessments. The childminder promotes equality and diversity extremely well. She pays particular attention to ensuring that children's home languages are highly valued and promoted in the activities and experiences provided. She provides children with opportunities to learn about diversity, for example, through frequent outings in the community and the resources on offer. The childminder works extremely well with other agencies and settings delivering the Early Years Foundation Stage. As a result, she clearly promotes children's progression and continuity of care and learning.

The childminder's use of self-evaluation is extremely good and she includes the views of parent and children. Her ongoing commitment to training has a significantly positive impact on the exceptional quality of care provided. She is enthusiastic and passionate about driving improvement to ensure better outcomes for children. The childminder has completed an extremely detailed self-evaluation form which she has reviewed several times. As result, she continually focuses on the service she offers and provides high quality provision for children.

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

Children are happy and thrive in the rich, stimulating and relaxed atmosphere of the childminder's home. They settle well and quickly establish a trusting relationship with her and display evidence of how secure they are in the knowledge that she is never very far away from them. She is extremely attentive and responsive to their individual needs which are very well understood. Children enjoy an excellent mix of self-chosen and adult-led activities throughout the day. This ensures they have daily experiences that promote their learning in all areas and prepares them well for their future education. The childminder's interaction with the children has a very positive effect on them. For example, she asks them questions to extend their language and help them think about what they are doing. Methods for observing and assessing children are highly effective in supporting and extending children's learning and development. Children's progress is excellent in relation to their starting points and their assessment records provide outstanding evidence of the progress that children make. The childminder successfully analyses her observations and uses this information to plan future activities.

Children show a very strong sense of security and their behaviour demonstrates that they feel safe. They show high levels of independence as they choose their toys and resources and organise their play. They respond extremely well to the childminder's vigilance and her excellent interaction with them. As a result, children's knowledge and understanding are continually developed. Young children show an interest in numeracy through the use of games and resources. For example, they correctly identify and name foam shaped numbers they are given. Older children confidently count back from 10 and all children demonstrate enjoyment as the childminder sings number songs with them. Children have excellent opportunities to learn about the world that they live in through outings in the local community. They show an interest in the houses that are being built in the local vicinity. The childminder extends their interest in different types of home, for example, by reading the story of the 'Three Little Pigs'. Children's learning is further extended as they pretend to construct their own homes with material thrown over the furniture, and large soft blocks which they refer to as their 'den'. They explore living things and have been involved in planting their own vegetables, flowers and herbs in the childminder's garden. They enjoy imaginative play as they play in the home corner area of the home, pretending to wash up plates and cook the dinner.

Children respond extremely well to the childminder who is a very positive role model. She praises the children's achievements and assists them in making the right decisions. Children are very aware of the consistent boundaries in place and are mindful and caring towards each other. They display an excellent awareness of safety issues and are able to move around this environment freely and safely. They take an active role in routines that promote their safety and that of others. For example, they regularly practise the emergency fire drill, are able to discuss road safety awareness.

Children are becoming aware of good hygiene practices and often wash their

hands without any prompts from the childminder. They are developing an exceptional awareness of adopting a healthy lifestyle. For example, they engage in many physical play experiences and help to choose the vegetables and fruits they will eat, from the shops. The childminder teaches them about foods that are healthy and those that are not. They know that fruit and vegetables must be washed before they are eaten and are involved in growing and eating their own produce. As a result, they develop an extremely good awareness of healthy eating.

## 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	1
The effectiveness of partnerships	1
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	1
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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

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