

## Inspection report for early years provision

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<b>Unique reference number</b>	EY335214
<b>Inspection date</b>	08/09/2010
<b>Inspector</b>	Elizabeth Coffey

<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 2006. She lives in the London Borough of Wandsworth, with her adult daughter and 13 year old son. The whole of the ground floor is used for childminding, with toilet facilities on the first floor. There is a secure garden available for outdoor play.

The childminder is registered for a maximum of three children at any one time, of whom three may be in the early years. She is presently caring for two children in the early years age group. She is registered by Ofsted on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. The childminder's adult daughter acts as her assistant.

The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children in the Early Years Foundation Stage are cared for in a safe and stimulating environment. The childminder has implemented most required policies and procedures to underpin her service. The childminder provides a wide range of activities that meets children's interests and promotes their development, across the six areas of learning. There are generally effective systems in place to ensure daily communication with parents on children's individual needs and their learning. The childminder is reflective of her practice and has begun to identify the strengths and weakness of her provision and is keen to further improve her service to ensure improved outcomes for all children.

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

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

- develop systems of self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- ensure that observations and assessments are used to identify learning priorities and plan relevant and motivating learning experiences for each child, that are shared with parents

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

Children are kept safe and their well-being is promoted by the childminder. Most of the records, policies and procedures that are required to promote the children's welfare are in place. The childminder provides details of her policies in writing, so parents can access them. The childminder has attended safeguarding training and is confident in the procedures she would follow if she has any safeguarding concerns.

The children play on the ground floor with easy access to the outdoor area. Resources are effectively organised to enable children to self-select from the range of activities. The childminder has conducted and recorded risk assessments to identify and minimise any potential hazards to the children. The childminder practises emergency evacuation with the children and they are familiar with the procedure to follow in the event of an emergency. The childminder promotes children's understanding of how to keep themselves safe through enabling them to gradually build their autonomy and confidence in the setting. The childminder updates her knowledge through attending relevant training and she holds a current first aid certificate.

Children demonstrate a strong sense of security in the setting and readily approach the childminder for help or support. All children are valued and engage in a wide range of activities that helps support their learning and development. Children with learning delay and disabilities are fully included and the childminder is proactive in extending her own skills and knowledge to support all children, for example by learning how to use Makaton. The childminder has developed effective communication systems to enhance partnership with parents and other settings children may attend such as schools and nurseries. The childminder is aware of the strengths and weaknesses of her provision, and the systems of evaluation to help identify targets for future improvement, are in the early stages.

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

Children benefit from a good range of resources, experiences and activities. The childminder is very well organised in her planning and demonstrates a secure knowledge of the learning and development requirements. Activities are well-planned; the childminder is resourceful and has a wealth of good ideas to engage children. Written and photographic observations of children's achievements help to capture how well children are achieving in line with the early learning goals. However as yet they are not used to plan for next steps in individual children's learning. Children are settled and eagerly engage in the wide range of activities available. They participate well and are enthusiastic and keen learners. The

childminder demonstrates a good understanding of the children as individuals and provides activities accordingly, so they offer appropriate challenge. Children are able to explore and select resources independently. Many resources are stored at their level allowing them choice and freedom to self select. Children benefit from a welcoming environment where good relationships with the childminder and her family have been established. As a result, children feel safe and secure in the childminder's care. They are aware of the expectations and boundaries in place. For example, they are extremely capable of making their needs known. They demonstrate an extremely good understanding of the boundaries and expectations in place. This enhances their sense of security and belonging.

The childminder gives meaningful praise and encouragement to children. Their efforts are acknowledged and their achievements celebrated. For example, a toddler beams with pride as the childminder applauds his success at manoeuvring a wheeled toy correctly for the first time. Furthermore, children who are moving onto new schools or settings are able to talk to the childminder about the transition and she gently and sensitively answers their questions and helps to allay any fears they may have. This builds children's self-esteem and confidence well. As a result, children make very good progress in their personal, social and emotional development. Daily outdoor play and activities are included in the routine and children benefit from plenty of fresh air and physical activity, promoting their understanding of healthy life styles. Outings are also included, including trips to playgroups and family learning centres, visits to the park, museums and the zoo. Children practise good hygiene routines, for example, washing their hands before they eat and when coming in from the garden and understand why this is so important. Children sit together at meal times, making it a social occasion, which promotes their language and social skills. The childminder encourages healthy eating by providing freshly cooked meals and talking with the children about why they need healthy foods. They grow their own vegetables and herbs in the childminder's garden and eagerly harvest these to include in their menu. This helps them to develop an understanding of where foods come from in a practical and meaningful way.

Children develop their understanding of the world they live in through the extensive activities planned for them. Children use their own initiative and they are inquisitive, showing a great desire to explore. The childminder is very aware of this and makes the most of opportunities that occur naturally, for example, when the children are playing in the garden they are fascinated to see a feather blowing in the air. The childminder follows their interests and suggests that they can use the feather to create a bird for the nest sculpture that they have already made. Children have excellent communication skills and they use mathematical language as they play, for example, counting steps and writing numbers in crayons and chalks on the outside paved area. The childminder and children enjoy reading books together and singing familiar rhymes. Children benefit from a range of interactive toys such as alphabet and number touch pad mini computers and toy phones which they incorporate into their games. Overall, children develop good skills for the future.

## 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

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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