

## Inspection report for early years provision

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<b>Unique reference number</b>	139833
<b>Inspection date</b>	21/09/2011
<b>Inspector</b>	Denys Rasmussen

<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 1993 and has been a childminder for over 25 years. She lives with her adult son and grandchild aged nine years. They live in a house in North Cheam in the London Borough of Sutton. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for six children at any one time, of which three may be in the early years age range. There are currently two children on roll in the early years age range who attend on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

The childminder's years of experience and her good knowledge of how children learn ensure that children's welfare and development is successfully promoted. She tailors her service to the needs of the children attending, acknowledging their uniqueness. The childminder has started to identify some aspects of her provision that she would like to develop further and her commitment to attend training and to develop her self-evaluation systems provide a sound basis for her capacity to maintain continuous improvement. Children are well safeguarded and are able to play in a safe, secure and stimulating environment, because of the childminder's effective procedures, varied play resources and caring approach.

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

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

- develop self-evaluation systems as the basis of an ongoing review to enable continuous quality improvements.

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

The childminder gives safeguarding children high priority and has a good understanding of her responsibility to protect children. She knows the correct procedures to follow if she were to become concerned about a child's welfare. The childminder has devised a comprehensive risk assessment to minimise risk to children in the home and when on outings. The childminder is very experienced, as

she has been childminding for many years. She has a thorough knowledge of how children learn and develop, which means children are well supported. The childminder has developed a range of policies and procedures which reflect the quality care provided. These are shared with parents so they have a clear understanding of the expectations of themselves, their children and the childminder. The childminder has started to use self-evaluation to identify priorities for improvement and has made significant improvements to her documentation, record keeping and garden safety. She is keen to develop her self-evaluation systems to enable her to continue to make quality improvements and keep abreast of any new developments in the Early Years Foundation Stage in the future.

The childminder has fostered good relationships with the parents and respects their wishes in the care of their child. She ensures she has all the appropriate written parental consents and takes detailed information about the children's individual needs. Daily verbal feedback is shared to enable consistency of care, and written information about what the children do each day is available for parents' information. Photographs of the children involved in outings and activities are well presented for parents' information and for children to recall and discuss. The childminder is aware of the need to build partnerships with other providers, where children attend more than one setting. The childminder embraces diversity and has ensured her play resources include positive imagery that reflects the children attending and the wider community. She makes every effort to support the children to feel comfortable to use any of the available resources and does not gender stereotype the activities offered. Children are encouraged to learn more about their own culture and those of other children, through reading books and celebrating festivals and cultural traditions.

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

The childminder uses her observations of the children to plan their future learning and links these to the Early Years Foundation Stage areas of learning. This means activities are well planned, based upon a thorough understanding of the children's learning needs and current interests. For example, because the children are presently interested in trains and other vehicles, the childminder planned a trip to a station to watch the trains and a trip to watch a farmer plough his field. The children had recently returned from a camping trip and were very interested in this, so the childminder extended this interest by encouraging them to build their own tents in the garden, where they enjoyed a game of hide and seek.

The children learn about the world around them on their daily outings. They collect leaves and conkers in the park and pet the animals at a local farm. They examine insects at the zoo and watch the horses race at the downs. Children begin to solve simple problems during everyday activities, finding the right piece for a puzzle or working out which button to press on a musical toy to make a particular sound. The childminder supports language development by encouraging the children's love of books and singing and by her attentive conversational interaction. Children are settled and content in the childminder's home. They move confidently and

safely around the areas used for childminding and grow in independence as they help themselves to the good quality toys and play materials in the playroom.

Close relationships are evident and the children are hugged and reassured often. They are "at home" in the setting and good quality interaction with the childminder ensures their needs are met both physically and emotionally. The childminder encourages a healthy lifestyle by talking to the children about food that is good for their bodies and by encouraging them to choose the fruit and vegetables in the shop, where they enjoy weighing them and putting them in the bag. Physical exercise is planned as an important part of the child's daily routine and they enjoy dancing and jumping to music. Children behave well because of the gentle and skilful interaction of the childminder who has realistic boundaries and uses positive reinforcement.

## 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	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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### 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