

## Inspection report for early years provision

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<b>Unique reference number</b>	EY429105
<b>Inspection date</b>	11/01/2012
<b>Inspector</b>	Angela Ramsey

<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 2011.

She lives with her adult son in a two bed roomed house in the London borough of Wandsworth. Children have access to a play room, living room and the main bedroom. There is an enclosed garden for outside play. The childminder is registered to work with another childminder.

The childminder is registered to care for no more than three children under eight years; of these, not more than two may be in the early years age group, and not more than one may be under one year at any one time.

When working with another childminder together they may care for a total of no more than five children under eight years; of these, not more than three may be in the early years age group, and not more than one may be under one year at any one time. The childminder is caring for one child in the early years age range.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

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

Overall the quality of the provision is good.

The childminder successfully promotes the welfare and learning requirements of the Early Years Foundation Stage. The childminder knows the children well and as a result they are happy, secure and settled. Children are safe and are making good progress in their learning and development and are able to enjoy age appropriate activities and experiences. Resources reflecting positive images of different cultures, gender and disabilities are limited. Trusting relationships with parents have been established which contribute well to children's welfare needs being met. The childminder uses self -evaluation well to secure continuous improvement.

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

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

- use appropriate resources to enable children to learn positive attitudes and behaviour towards people who are different to themselves.

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

The childminder effectively safeguards children's welfare. She has a good understanding of safeguarding issues and of how to proceed if she has a concern

about a child in her care. All of the required documentation that promotes children's health, safety and well-being is in place, up to date and underpins her good practice. Effective risk assessments to identify potential hazards in her home, garden and outings are conducted. Prompt action is taken to minimise risks and this promotes children's safety. Regular fire drills are carried out with the children so that they learn how to keep themselves safe. Details of these are recorded as good practice. The childminder demonstrates a genuine enjoyment of her work and a motivation to maintain continuous improvement. She routinely reflects on her practice and demonstrates a strong awareness of the strengths and weaknesses in her provision. Action plans are well targeted to further improve the outcomes for children.

The childminder is fully aware of the benefits of working in partnership with all those involved in children's care. Currently children do not attend any other settings. The childminder establishes positive partnerships with parents. She keeps them informed of their children's progress through daily conversations and parents are provided with copies of policies and procedures that support her service. The childminder's systems to observe and assess children's progress are effective. The written observations identify where children are in their learning. The information gathered is then used successfully to plan relevant and motivating learning experiences for each child's next steps in learning, and are linked to the six areas of learning. The childminder actively promotes equality and diversity. She works closely with parents and becomes familiar with each child's needs, such as their likes and dislikes, food preferences and sleep routines. She makes sure that all children are included and make good gains in their learning. The dedicated play room is well organised to promote children's independence in choosing what they play with. Resources are stored in clearly labelled boxes and treasure baskets encourage the young children to explore the contents. Children are able to see some positive images of diversity in the available resources.

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

The interaction between the childminder and the children is very good. Children seek cuddles and reassurance which the childminder readily supplies. Children's learning and development is effectively supported. As a result, they are making good progress towards the early learning goals and successfully gain skills for the future.. The childminder provides a wide range of experiences and learning opportunities that stimulate and challenge children's knowledge and understanding. She organises outings to local childminding groups and parks to develop children's social and physical skills. A good balance of child-centred and adult-led experiences ensures that there is planned and purposeful play that is suitable for the children's ages and stages of development.

The childminder creates a comfortable, welcoming and child-centred environment where children are able to enjoy the activities on offer. Children move confidently around the home, developing their independence as they choose what they play with and whether to play in the living room or play room. Children enjoy

developing their early writing skills using a variety of mark making materials, such as crayons. Children eagerly operate programmable toys. They excitedly press the buttons and wait with anticipation to see what happens next. They like to dress up and role play imaginatively. They engage enthusiastically in creative activities and are keen to explore the indoor and outdoor environments.

The childminder effectively supports children's healthy lifestyles and their well-being. She has successfully completed a food hygiene course and implements positive hygiene routines to prevent the spread of infection and promote children's good health. For example, the childminder follows good nappy changing procedures and enables children's to gain understanding of the importance of hand washing through routine practice. The childminder has devised menus which include healthy and nutritious home cooked meals and snacks. Children's welfare is safeguarded effectively and children show that they feel safe and secure. The childminder requests all required parental consents and records any medicines she administers. Children's behaviour is good. The childminder rewards positive behaviour with copious amounts of praise. Everyday experiences help children to acquire skills for the future. For example young children are encouraged to feed themselves with finger foods, share toys, take turns and help to tidy away the toys.

## 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

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