

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY410166    |
| <b>Inspection date</b>         | 19/07/2011  |
| <b>Inspector</b>               | Liz 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 registered in 2011. She lives with her parents and her 11 month old son. They live in a three bedroom house in Pollards Hill, in the London Borough Merton. The ground floor of the house and one bedroom on the first floor are used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children aged between one year and under eight years, of whom two may be in the early years age range, at any one time. There is currently one child in the early years age range on roll.

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.

Children are very well supported and settled in the warm and inclusive environment provided by the childminder. All families are made to feel welcome and children feel valued by the childminder who understands their individual needs and interests very well. This enables her to promote children's welfare and learning successfully, helping children to make good progress given their age, ability and starting points. The excellent partnerships with parents and other agencies are a key strength, and are significant in making sure that the needs of all children are met. The childminder reflects on her practice and has begun to use self evaluation to identify the strengths and weakness of her provision. She is keen to further develop 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:

- review risk assessments to ensure they are effective in identifying all potential risks to children, for example the risk of children becoming injured by glass windows in the garden shed
- 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.

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

The childminder promotes children's safety and welfare. She has devised written policies and procedures which she shares with parents. The childminder has a sound understanding of safeguarding procedures. Appropriate referral details are in place and the childminder is aware of the procedures she would follow if she had any safeguarding concerns. The childminder updates her knowledge through attending training courses run by her local authority early years department. She holds a current first aid certificate.

Areas used by the children are well laid out to enable them to move about freely and safely. The childminder makes effective use of safety equipment such as stairgates and cupboard locks. Risk assessments for the home and outings have been completed and help to identify most potential hazards that children may be exposed to. However, the childminder has not recognised the potential risk to children of becoming injured by glass windows in the garden shed. She intends to address this issue with immediate effect. Children practise regular fire drills with the childminder, ensuring that evacuation can be carried out safely in the event of an emergency.

The childminder has begun to implement systems of self evaluation. She reflects on her work with the children and constantly strives to provide the best possible service. She routinely accesses training to ensure that she is aware of current good practice in the field and sets herself realistic goals. Her plans for future improvement appear to be well targeted and likely to bring about improved outcomes for children, demonstrating a sound capacity for continuous improvement.

The childminder provides a fully inclusive service and her practice in this area is exemplary. She celebrates diversity and welcomes families from a range of cultures and backgrounds. She has extensive experience of working with children with special educational needs and/or disabilities. They are very well supported by the childminder who makes sure that all activities are adapted, accessible and enjoyed by all. The excellent partnerships that the childminder develops with the parents of the children she cares for, significantly contribute to the high quality service she offers to the children. She spends time getting to know the children, she discusses their needs, interests and abilities with parents and makes sure that she works with parents at all times to promote children's welfare as well as their learning and development. Partnerships with other agencies are also very well developed and enable the childminder to provide all children with good quality care.

## **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 well organised 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 and challenge children. The childminder uses a daily diary to record what children have done and this is shared with parents. Written observations of children's achievements are collated and used to plan effectively for next steps in individual children's learning and development.

The childminder promotes children's communication and language skills. She talks to them throughout the day giving gentle encouragement and supporting them in all they do. For example, at lunchtime she feeds a child who is unable to feed themselves and chats to the child about what the child is eating and how well the child is doing. She responds equally well to children's verbal and non-verbal communication, employing lots of different approaches to ensure that she understands what they are trying to say. Her patience and calm approach help children feel settled and reassured. Parents highlight that the childminder's patient approach supports their child stating that 'this is generally all the child needs to perform at its best'.

Children learn the importance of healthy lifestyles. They enjoy daily outdoor play in the back garden where they can play with the assortment of toys, dig in the sand or relax with a book on a blanket or in the swinging chair. The childminder ensures they are protected from the harmful rays of the sun. Children practice good hygiene routines as washing their hands before eating and using their own individual flannels. Suitable nappy changing procedures are in place and children's personal care needs are discussed and agreed with parents. Clear house rules help ensure the safety and welfare of all and the childminder is consistent and clear in her dealings with the children. She acts as a good role model saying 'please' and 'thank you' to them and encouraging them to do the same.

Outings to a local parks and open spaces provide further challenge and opportunities for children to develop their co-ordination and dexterity as they use the play equipment there. Children enjoy visits to a city farm where they can see and touch real animals and regularly visit a sensory room where they can explore and experience different textures, sounds and movements. The childminder welcomes other professionals such as portage workers into her home, to help provide a rich enabling learning environment. Feedback from such agencies highlight that the childminder has embraced working with professionals and describe her as 'caring, reliable, conscientious and passionate about her work and dedicated to her role'. The childminder's instinctive inclusive approach within a warm and nurturing environment ensures that all children are supported to make very good progress in their learning and development.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <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                             | 1 |
| 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                                                                    | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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        | 1 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

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