

Inspection report for early years provision

Unique reference number	EY429911
Inspection date	07/02/2012
Inspector	Susan McCourt
Type of setting	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 lives with her husband and their one-year-old daughter. They live in a terraced house in the Tooting area, in the London borough of Merton. They live close to shops, parks, schools and public transport links. The ground floor and one bedroom will be used for childminding. She has a pet cat.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. She currently has five children on roll in the early years age range. The childminder supports children who have English as an additional language. The provision is registered on the Early Years Register; 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 meets children's individual needs very well. She has created an interesting and engaging learning environment overall, and children can be active, independent learners. The childminder has a good understanding of the children's interests and dispositions. She evaluates her practice and has made a demonstrable commitment to building her knowledge and understanding of good practice. This means that she has a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the garden as a play space that is available all year round.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children very well. All adults in the house have been checked as to their suitability. The childminder understands her responsibility regarding child protection and has written policies which guide her practice. She shares these with parents so that they understand her commitment to the welfare of the children. She carries out thorough risk assessments and has a strong understanding of how to keep children safe. For example, when taking children on outings, the childminder has thoughtfully considered any potential hazards and taken steps to minimise them. She keeps all documentation in good order, which underpins children's well-being. The childminder has a great commitment to giving the children the best care she possibly can. She demonstrates this in the way she

has turned her home into a learning environment where children can thrive and flourish. She has booked a variety of courses to develop her knowledge and understanding of best practice. She is ambitious in developing her business in a sustainable way. The childminder values the contributions parents make to her self-evaluation and sets realistic targets to improve outcomes for children.

The childminder has a wide variety of good quality toys and play equipment which children can reach easily. This helps them to be independent, active learners. The childminder plays with the children and her attentive, playful manner is very interesting and engaging. She includes a lot of natural and recycled objects such as boxes, which stimulate spontaneous play. Her resources reflect a diverse community and children benefit from seeing a good range of positive images of the wider world. For example, she has posters of children from around the world on display. The childminder has a strong understanding of any festival she celebrates with children, because she researches them thoroughly. This means that children have an authentic experience of other cultures. The childminder builds professional and friendly relationships with parents. She meets them prior to the child starting and gathers good quality information to help the family settle. The childminder learns essential words in the child's home language which helps children have confidence in communicating from an early age. The childminder gives parents detailed written feedback which supports continuity of care. The childminder works in close partnership with other day care settings. This is so that all adults involved in the child's care can meet the child's individual needs in a coherent way. The childminder also builds strong links with the community by attending groups at children's centres, libraries and churches. Children feel a strong connection with their community as a result.

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

The childminder's home is a clean, comfortable and child-friendly place where children can play independently. The childminder uses the toys and resources to provide engaging and stimulating activities. She has a strong awareness of the Early Years Foundation Stage and gets to know each individual child very well. This means that she can provide a variety of carefully chosen activities that are targeted at fostering children's learning and development. She makes observations of children's achievements and considers their next steps. This means that children make good progress from their starting points.

The childminder is a lively companion in play and children have lovely opportunities to build their communication skills. They sing, learn animal noises and quickly develop their vocabulary. Children explore an exciting range of messy and creative play, using cooked spaghetti, foam and cornflour, for example. Children enjoy spontaneous play, such as exploring the long piece of brown paper that is packed in a delivery box. They stretch it out across the room, jump over it, walk along it and take great enjoyment in inventing games with it. This playful approach gives children an excellent balance of adult-led and child-initiated play. Children play outside in parks and soft play areas, giving them good opportunities for physical

play in the fresh air. However, the childminder's own garden is not available all year round. This hampers children's ability to explore the whole curriculum outdoors on a daily basis. Children enjoy technological toys such as a musical walker and computer keyboard.

Children benefit from a very healthy lifestyle. The childminder provides hearty home-cooked meals and snacks. Children follow robust hygiene practices which minimises the risk of cross-infection. Children clearly feel very safe in the childminder's care and frequently snuggle in for stories and cuddles. They gain a strong sense of belonging because their photographs and art work decorate the walls. The childminder helps them to feel at home with special posters welcoming them by name. Her calm and positive manner means that children are very well behaved. Children cooperate in their play; sharing, taking turns and showing respect for each other's things. They develop good concentration skills as well as a strong exploratory drive. Overall, children gain 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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