

## Inspection report for early years provision

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<b>Unique reference number</b>	124480
<b>Inspection date</b>	08/12/2008
<b>Inspector</b>	Rebecca Elizabeth Khabbazi
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 1996. She lives with one child aged 15 years old and her adult daughter. The family live in a four bedroom house in a residential area of Selsdon within the London Borough of Croydon. The downstairs of the house is the main area used for minding. There is a garden for outdoor play. The family have a cat and some fish.

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 six children under eight years old. There are currently seven children in the early years age group on roll, who all attend on a part-time basis.

The childminder is a member of the National Childminding Association and a Croydon Childminding Network.

## **Overall effectiveness of the early years provision**

The childminder promotes all aspects of children's learning and development with success, and provision for their welfare needs is excellent. All children are effectively included and thrive in the childminder's care, due to her thorough understanding of their individual needs. Children make good progress in their learning and enjoy their time at the setting. Regular self-evaluation by the childminder ensures that the service is responsive to the needs of children and their parents, and that any areas for improvement are quickly identified and acted upon.

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

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

- extend systems for planning and assessment so that children's next steps are clearly linked into planned activities and are reviewed on a regular basis to monitor children's progress.

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

The childminder maintains a high standard of documentation and ensures that records, policies and procedures are comprehensive, individual to the setting, up to date and regularly reviewed. She makes excellent use of local training opportunities to continually develop her knowledge and skills. For instance, she has attended several safeguarding courses, which helps ensure children are well protected and that she can respond appropriately if she has any concerns about their welfare. The childminder's self-assessment takes into account the views of parents and children and is effective in identifying strengths and weaknesses. The childminder is strongly committed to further development of the service she

provides. She makes sure she is up to date with changes so that all requirements are consistently met to a high standard. Partnerships with parents are well established and ensure each child's needs are taken into account. There is a good two-way flow of information, knowledge and expertise between parents and the childminder, which ensures children experience consistent care and parents are very well informed.

## **The quality and standards of the early years provision**

Children's care and welfare is significantly enhanced by the childminder's exemplary practice in many areas and commitment to keeping them safe, promoting their good health and ensuring they make good progress in their learning. Children are safe and well cared for at the childminder's home. They grow in confidence and independence as they move freely and safely around the home due to effective safety precautions and the childminder's diligence in helping them learn to keep themselves and each other safe. For instance, she encourages older children to think about toys that should be kept out of reach of the younger ones, and all children take part in regular fire practices so they can act quickly in an emergency. Children's health and well-being is given high priority. They learn about food that is good for them as they share fruit for a snack or help choose which vegetables to have for lunch. They are protected from the risk of cross-infection when they wash their hands before meals and use their individual towel to dry them, and the childminder ensures there are high standards of hygiene throughout the home. Children respond well to the childminder's clear guidance and reassurance and their behaviour is very good. Their self-esteem is fostered when the childminder gives them the time they need to do things for themselves, such as putting their own boots on when they go out. They quickly learn the clear and consistent rules and expectations at the setting and begin to think about the needs and feelings of others.

The childminder knows the children she looks after very well and they are happy and settled in her care. She supports children's learning effectively and they enjoy a wide range of interesting and stimulating indoor and outdoor activities and experiences that help them make good progress in their development. Children enjoy a variety of outings on a daily basis. They socialise with other children at a 'stay and play' session, choose books at the library or collect feathers, pine cones and leaves at the park. At the childminder's home they help themselves to a range of play materials that the childminder ensures are suitable for their age, interests and stage of development. They enjoy making things with paper, glue and scissors, painting at the easel or playing in the sand outside. The childminder talks to children as they play, shares stories and songs and makes sure they have opportunities to draw and write, which supports their early language and literacy skills. Children solve simple problems as they work out which puzzle piece fits in which space and they count during daily activities, such as when they climb the stairs. Children explore the world around them during a visit to the park, or when they watch what happens when ice melts.

The childminder makes regular observations of children's achievements and uses these to think about the next steps for their learning. This has not yet been fully

extended to ensure that these next steps are clearly linked into the activities that she plans for children, and reviewed on a regular basis in order to monitor children's progress.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.