

## Inspection report for early years provision

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<b>Unique reference number</b>	EY376576
<b>Inspection date</b>	27/02/2009
<b>Inspector</b>	Elizabeth Ellen Mackey
<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 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 2008. She lives with her two children aged six and ten years, in the London borough of Croydon. The ground floor of the home only, is used for childminding and there is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of five children at any one time and she is currently minding five children in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has a small dog.

## Overall effectiveness of the early years provision

Overall the quality of care is satisfactory. The childminder provides a warm and welcome environment, where children access a varied range of resources and activities. The childminder knows the children well and she offers an inclusive service where all children are valued. The childminder works in partnership with parents and forms agreements with them regarding the care of their children, although some required consents are not in place.

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

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

- develop systems of assessing children's needs in order to assist planning and to help identify children's next steps
- improve knowledge and understanding of the Early Years Foundation Stage framework
- review the environment to ensure that it is interesting, attractive and accessible to every child so they can learn independently
- ensure relevant consents from parents are in place, including consent to take children on outings

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment, stating when it was carried out, by whom and date of review (Documentation) 13/03/2009
- put in place a policy that outlines the procedure to be followed in the event of a child going missing (Safeguarding and promoting children's welfare) 13/03/2009

## The leadership and management of the early years provision

The childminder maintains most of the records required for the safe and efficient running of the service. This helps safeguard and promote children's welfare. The

childminder reflects on the service she provides and keeps up to date with changes and developments. The childminder has a sound knowledge of child development and she is familiar with the early learning goals. She is building on her knowledge of the Early Years Foundation Stage, through reading the guidance, although she has not completed any training on the framework to underpin her knowledge. This is booked and is imminent. The childminder works closely with parents and others, to meet children's needs. Parents are well informed about the provision and have access to all relevant policies, procedures and information. There is a good two-way flow of information, through daily face-to-face discussion, which helps children experience consistent care. The childminder has identified a few areas for improvement, which include developing her systems for recording and documenting the evaluation of her service.

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

Children enjoy a satisfactory range of resources and activities during their time with the childminder. Resources are adequately maintained and children are able to choose what they wish to play with. Group games are popular and the children also enjoy outdoor activities, such as football in the park and using the large trampoline in the garden. The learning environment is not as effectively planned for younger children and it is limited in terms of resources. The childminder supports babies learning through adult led activities, however there is little to engage them when they explore independently. The childminder has warm and loving relationships with minded children and they are very settled in her care. The childminder encourages babies language through encouraging and responding to their verbal and non verbal communication. There is warm interaction and babies snuggle in close to the childminder when she shares a favourite story with them. Babies crawl and use the baby walker to move confidently and independently, because the childminder takes effective steps to reduce any potential hazards and is vigilant about supervising children at all times. Older children learn to keep themselves safe by understanding and contributing to the rules and boundaries in place.

The childminder knows the children well and has good insight into their development. She has begun to develop a system for observing and assessing their progress, however it is not currently linked to planning or future objectives for children's learning. Children are helped to learn to learn about the wider world and the society in which they live. The childminder is committed to ensuring that all children feel included and contribute. Their understanding of diversity is enhanced through discussions and activities, linked to cultural festivals, such as Diwali and Hanukkah. Children are encouraged to celebrate their culture, for example by being asked to bring in information and prayers for all to share. Children develop their understanding of the world around them through attending regular outings to a local art group where they can explore with creative materials. They also enjoy outings to the park and other facilities within the local community. Children are developing their skills for the future by using the computer. This is used both for supporting their learning as they use it to research information and for fun as they enjoy a range of age appropriate programmes. The childminder reports good relationships with parents and agreements are made regarding their

care, however consents for specific elements of their care for example, to take children on outings are not in place. The childminder works closely with the school the children attend and ensures relevant information is shared. Children develop social skills as they play together and they are encouraged to respect one another. Some children choose to complete their homework, this is supported by the childminder who keeps up to date with their curriculum at school. She works closely with the school and nursery and is aware of the topic being covered, which she then complements.

Children's health is promoted when they enjoy playing sports in the park and playing on the equipment in the garden. Children continue to develop healthy eating habits as they choose from a healthy selection of snacks when they arrive after school. They remain hydrated through drinking plenty of water. Children's health and well-being is promoted because the childminder encourages children to maintain good hygiene routines. The home is clean and well maintained and appropriate fire safety measures are in place. The childminder has an up to date qualification in paediatric first aid and appropriate policies for when children are sick.

Most records, policies and procedures are in place to underpin the childminder's safe practice. Risk assessments are conducted, however a record is not made of this. The childminder has made a risk assessment of her garden and due to identifying potential hazards she is not currently using it for minded children. This is temporary and arrangements are in place for work to be carried out.

## 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>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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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