

Inspection report for early years provision

Unique reference number	158900
Inspection date	11/08/2009
Inspector	June Fielden
Type of setting	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 2000. She lives with her husband and three children aged 11, 15 and 17 years in Croydon, Surrey, close to shops, parks and schools. The whole of the ground floor of the childminder's home is used for childminding, and there is a fully enclosed garden for outdoor play. The family has a pet parrot, a hamster and a rabbit.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four in this age group. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and regularly attends toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a welcoming and friendly atmosphere. The childminder has a good understanding of children's individual needs and successfully promotes their learning and well-being. There is an effective partnership with parents and others involved in children's welfare. The childminder seeks parents' opinions on her provision and is aware of her strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- ensure that the steps into the playroom and the wires that are accessible to children in this room are included in the risk assessment
- ensure that the toys are organised in a manner that allows children greater self-selection
- continue to develop further the system for planning, observing and assessing children

The leadership and management of the early years provision

The childminder has attended a wide range of relevant training since her last inspection, in order to develop her knowledge further and improve outcomes for children. These courses include recent training in safeguarding, and as a result the childminder has a good understanding of this subject and the procedure to follow in the event of there being any concerns. She has various policies and procedures in place, including one on complaints, and makes sure that parents are aware of them, and Ofsted's contact details. The childminder evaluates her practice and

identifies the training she has accessed as one of her main strengths. She believes that this has provided her with extremely useful information to assist her in providing an effective childminding service. The childminder also feels that she communicates well with parents and provides a warm environment for children. She intends to continue to add to her self-evaluation and to use it as a working document. The childminder has effectively met the recommendation raised at her last inspection by attending appropriate training in first aid.

Parents are involved in the evaluation of the childminder's provision by completing the questionnaires she provides for them. She responds to any suggestions they make in order to improve her provision. Letters from previous parents are all positive about the care provided for their children. Parents are all given their own copy of the policies and procedures for the setting and a daily communication book, to assist them in exchanging information with the childminder. They know that they can call or text her at any time if there is something they wish to discuss. The childminder has an effective understanding of how to meet the requirements of children with learning difficulties and disabilities and the need to communicate with others involved in their care. She researches other cultures and celebrates festivals such as Chinese New Year and Diwali with children, and raises their understanding of other cultures and disabilities.

The quality and standards of the early years provision

Children participate in activities that cover all areas of learning. The childminder provides a good balance of adult led and child initiated tasks. She has attended training in implementing the learning and development requirements of the Early Years Foundation Stage (EYFS) and plans, observes and assesses the progress of the children she cares for. Although she currently sees this as an area she intends to develop further, as her systems for this are not fully in place. The childminder finds out about children's starting points when they first attend her setting, and evidence shows that they are making good progress in their learning. Children show confidence as they volunteer to put away the toys they have been using. They exercise on the sit and ride vehicles and other equipment in the childminder's garden. The childminder has a covered pond, and asks children questions about the large goldfish which they show interest in. When appropriate, she sits young children on her lap for a cuddle and shares books with them. The childminder uses small figures as counters for adding and subtraction activities with the older children, while the younger ones use water or porridge to measure with at the various groups they attend with her. Children experiment with the resources provided, filling different sized containers. The childminder celebrates special events with children, such as Remembrance Day, raising their awareness of the occasion through activities such as poppy making.

Children follow effective hygiene routines to ensure their welfare, such as hand washing before they eat and after they use a tissue or the toilet. They use liquid soap and paper towels to avoid the risk of cross-contamination. Parents provide their own food for children, and the childminder monitors what they eat to make sure they have a healthy diet. Water is readily available to children to ensure they are not thirsty. The childminder raises children's awareness of keeping themselves

safe by regularly practising her fire procedures with them. She has many efficient safety measures in place, including gates to prevent children accessing certain areas of her home unsupervised, and a fire blanket in the kitchen. Although there are currently some wires accessible to children in the playroom and the two steep steps leading into this room do not have a hand rail for them to use. There is a broad range of toys and equipment to cover the whole age range of minded children, although there is not currently a wide variety of resources accessible to them for self-selection. The childminder uses effective strategies to promote good behaviour and has a set of house rules to remind children to be kind to each other and the pets. She encourages children to collaborate with each other and to interact with adults. The childminder provides children with jigsaw puzzles to assist them in solving problems, and has multi-cultural toys to raise their understanding of the world around them.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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

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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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