

## Inspection report for early years provision

---

<b>Unique reference number</b>	124592
<b>Inspection date</b>	09/02/2009
<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 her partner and three children aged nine, 12 and 15 years old. The family live in a four-bedroom house in a residential area within the London Borough of Croydon. The ground floor of the house is the main area used for childminding. A garden is available for outdoor play. The family have a dog.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under eight years old and there are currently five children in the early years age group on roll.

The childminder is a member of the National Childminding Association.

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

The overall quality of the provision is good. The childminder successfully promotes all aspects of children's welfare and development. She builds excellent relationships with children and their parents, which ensures that all children are effectively included and their individual needs are met. Children are very happy and secure in the childminder's care and make good progress, given their age, ability and starting points. The childminder reflects on her practice on a regular basis in order to continually improve the service she provides and ensure she is responsive to the needs of children and their parents.

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

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

- extend systems for making assessments of children's progress so that observations are used to plan relevant learning experiences for each child
- review arrangements for children to dry their hands in order to minimise the risk of cross-infection
- devise a system for keeping a log of regular evacuation drills, any problems encountered and how they were resolved

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

The childminder keeps most of the records required for the smooth and efficient running of the setting and that promote children's safety and well-being, although a log of fire practices is not currently in place. She ensures she is familiar with the steps to take if she has concerns about a child in her care, and is pro-active in making sure all household members are vetted as appropriate. This helps safeguard and promote children's welfare. The childminder makes good use of self-evaluation to identify any areas for development and improvement and take

action to make changes where needed. For instance, by updating her policies and procedures to ensure they are in line with the Early Years Foundation Stage. She makes effective use of local training opportunities to keep up-to-date and to develop her knowledge and skills.

Partnerships with parents are excellent and contribute significantly to children's positive experiences at the setting. Parents are provided with a wealth of written and verbal information about the provision. This includes a diary where, as well as information about activities and routines, both the childminder and parents add comments about children's progress and achievements. This creates a close and extremely effective working relationship that ensures children experience a high level of consistency and cohesion in their care and learning.

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

Children are relaxed, happy and confident in the childminder's care. They show high levels of independence as they choose from a wide variety of high quality age-appropriate play materials in the well equipped playroom and garden. They move freely and safely around the home as the childminder makes thorough risk assessments of the premises and ensures any necessary safety precautions are in place. Children learn to keep themselves safe when the childminder talks to them about road safety or stranger danger. Their health is promoted when they enjoy freshly prepared meals and snacks that take their nutritional and dietary needs into account, or help themselves to drinks that are freely available. Children learn simple good hygiene practices when they wash their hands after they use the toilet, although they currently share a towel to dry them, which does not fully protect them from the risk of cross-infection.

Children have warm, caring and affectionate relationships with the childminder, which ensure they feel at home and thoroughly enjoy their time in her care. They benefit from a broad range of activities and experiences that support their development and learning. They show excitement as they describe the 'fairy house' that they found during a recent walk in the woods, or the fun they had playing in the wigwams made of branches. Children's social skills are very effectively fostered as they build strong friendships with each other, learning to share and play cooperatively together as they create a camp inside the pop-up tent or invent a game with the dolls. The childminder supports children of different ages to play together happily during a game of hide and seek. Children burst into peals of laughter as the childminder searches for them all around the house and eventually crawls into the camp to find them. They enjoy a balanced routine, including having fun making models with play dough, baking cakes, painting or playing in the garden, walking the dog or choosing books at the library. The childminder knows the children well. She makes regular observations of their achievements, but has not yet fully developed a system for using these to plan experiences that build on children's knowledge and skills.

## 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?	1
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>	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?	1
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
---	-----

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

## **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.