

## Inspection report for early years provision

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<b>Unique reference number</b>	124764
<b>Inspection date</b>	06/02/2009
<b>Inspector</b>	Denys Rasmussen

<b>Type of setting</b>	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 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**

This childminder has been registered since 1997. She lives with her husband and three children aged 16, 12 and 10 years. The family live in a house, in a residential area within the London borough of Croydon.

The whole of the property excluding the master bedroom is used for childminding. There is a fully enclosed garden available for outside play. The family have one pet cat and two guinea pigs.

The childminder is registered to care for a maximum of six children at any one time and is currently minding eight children on a part-time basis. Six of whom are in the early years age range. She is registered on the Early Years Register and the compulsory part of the Childcare Register.

The childminder has a National Vocational Qualification Level 3 in Children's Care, Learning and Development.

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

Overall, the quality of the provision is good. The childminder's excellent knowledge of each child's individual needs and close working relationships with the parents, ensure all aspects of children's learning and development are successfully met. She is extremely organised and as a result children's welfare is well supported. She makes excellent use of self-assessment to continually develop her service ensuring that the service provided is of high quality.

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

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

- increase knowledge relating to the exclusion periods of infectious illnesses and ensure hand drying routines prevent the risk of cross-contamination.

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

Effective risk assessment is completed enabling the childminder to put measures in place to safeguard children both indoors and on outings. Her excellent organisation and maintenance of documentation ensure she keeps all of the records required for the safe and efficient running of her service. The childminder has not as yet accessed information relating to exclusion periods for infectious illnesses. However, her sick child policy protects children's health by making it clear to parents when their children should not attend.

The childminder makes systematic observations and assessments of each child's achievements and interests. She uses them to identify learning priorities to plan

relevant and motivating learning experiences for each child. As a result, children are eager to learn and enjoy their time with the childminder, playing with their friends and visiting familiar groups.

Effective relationships are established with parents to ensure the care given to each individual child is appropriate and consistent. The childminder uses contact books, daily discussion and the child's development file as a two-way flow of information about children's progress. The childminder respects parents' wishes and has all the necessary parental permissions in place.

The childminder uses self-evaluation and feedback from parents effectively to identify and address any areas where she can improve. She has an excellent understanding of her provision and how it impacts on the children in her care. She has considerably increased her knowledge base and completed a National Vocational Qualification in Children's Care, Learning and Development at Level 3. She has ensured she is up-to-date with recent changes and developments by attending relevant training and discussing ideas and issues with other childminders.

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

The childminder's superb assessment systems inform her high quality planning, ensuring that all the children receive appropriate learning experiences. Her observations of the children make sure that activities provided take into account the children's interests, stage of development and individual next steps for learning. The childminder plans and delivers purposeful play with a balance of adult-led and child-initiated activities. As a result, the children are motivated, independent and confident.

An important part of the children's daily routine is visiting local groups. The children have the opportunity to make friends and build on their social skills as well as getting involved in a diverse selection of play opportunities. The children play together with excitement and self-assurance in the childminder's home. They laugh and make up games using the excellent variety of play props available. The childminder has affectionate relationships with the children and skilfully guides them; consequently they behave well, are happy and play harmoniously together.

The children are supported to develop their knowledge and understanding of the world around them when visiting local parks, museums, farms and the library. They use the garden to learn about nature when they plant sunflower seeds, collect leaves and use them for printing and search for mini beasts. The childminder utilises the environment well, for example, encouraging the children to experiment in the snow. The children learn about a variety of festivals and cultural traditions. For example, when celebrating Chinese New Year the children helped to cook noodles, served them and ate them with chop sticks. The childminder extended this activity by supporting the children to work out how many seconds it took to cook the noodles and by promoting team work.

The childminder supports the children's independence by storing play resources to

enable self-selection and encouraging them to feed themselves. There is a step placed at the hand washing sink to enable the younger children to wash their own hands helping them to learn good personal hygiene routines. However, hand drying routines potentially pose a risk of cross-contamination as one towel is used for all. Children learn how to stay safe when the childminder talks to them about road safety issues during the school run and uses reins when appropriate to reduce any risks. An important part of the children's daily routine features fresh air, exercise and fun. This encourages children to adopt a healthy lifestyle.

## 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.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
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>	1
<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?	1
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?	1

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

## **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 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.