

## Inspection report for early years provision

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<b>Unique reference number</b>	124531
<b>Inspection date</b>	22/07/2009
<b>Inspector</b>	Jane Elizabeth Chappell

<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 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 1998. She lives with her husband, adult son and his fiancé and two sons aged 16 and 14 year old. They live in a five bedroom house in a residential area of South Croydon. The whole of the ground floor is used for childminding. A garden is available for outside play. The family has pet guinea pigs and 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 of whom three can be in the early years age range when working alone and to care for eight children of whom five can be in the early age range when working with her assistant. There are currently eight children on roll, of whom five are in the early years age range who attend for a variety of hours.

The childminder is a member of the National Childminding Association. She is also part of a Croydon childminding network and holds a relevant childcare qualification.

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

Overall, the quality of the provision is outstanding. The childminder's professional and highly organised approach ensure children's individual welfare, learning and developmental needs are extremely well met. Using her knowledge of the Early Years Foundation Stage the childminder plans varied and exciting learning opportunities, both in and outside, which enrich children's overall development. The childminder is totally committed to providing an inclusive environment where all children and their families feel welcome. She knows her strengths and builds on what works well, taking steps to change or adapt what can be better, together this leads to continual improvement in the effectiveness of the provision and outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- continue developing knowledge of the Early Years Foundation Stage (EYFS) to enhance good practice.

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

The provision is managed to a high standard. The childminder's high aspirations for quality and dedication to children's learning, development and welfare are paramount and the reason why children are content, happy and settled. The childminder's understanding of child development enables her to plan effective

challenges, covering all six areas of learning, to consistently extend the children's learning, play and exploration. Comprehensive written risk assessments of the premises and effective supervision enable children to move independently around the home, because potential risks are identified and minimised. For example, during building work the childminder has adapted her home and fully risk assessed the home again to ensure it continues to meet the children's needs and that at all times they remain safe. This helps to develop children's confidence and independence.

The provider monitors her service through various methods of self-evaluation including; data from parental questionnaires, children questionnaires, discussions with other childcare professionals and completing the Ofsted self-evaluation form. The outcome of these have prompted improvements. For example, one parent suggested adding a comment section to the contact book, about something that the child has done/achieved that day. This is now included in all children's contact books and the feedback from parents has been extremely positive. Enabling the parents to be more aware of their child's day.

Children's safety is paramount and the childminder is confident about her role and responsibilities with regard to child protection. Her safeguarding policy demonstrates a secure knowledge and understanding, and shows a systematic approach which both protects children and reassures parents. She ensures that her knowledge is current through attending relevant in-depth training.

Partnerships with parents is a real strength of the setting and enhances children's learning and has a positive impact on the continuity of care offered. Time is taken to gather information about each child which is then used to plan for their individual interests and needs. Parents receive detailed information about their children's care, progress and development through a variety of different means, which include daily discussion, the sharing of a contact book, photographs, samples of children's work and written observations. Parents are given regular opportunities to comment on their children's observations and assessment ensuring continuity of care for their child between home and the setting.

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

Children are extremely happy and settled in the childminder's care. The childminder is actively involved in the children's learning and successfully achieves a very good balance of adult-led and child-initiated activities. She is proactive in ensuring the children are progressing with their development, by observing and making detailed written assessments on all of the children in her care. These assessments are linked to the six areas of learning and include the next step, which allows her to maximise the children's potential in their learning and development. The childminder has a good understanding of how children learn through play, based on considerable experience and through attending ongoing relevant training.

The childminder provides a stimulating learning environment which, supported by positive input and well chosen quality resources, assists children's progress.

Activities are well matched to children's needs and personal interests. Children develop their independence as they choose from a variety of activities on offer or take part in an adult-led activity, such as the flower arranging. They stop during their play to confidently sing the song they like on the tape recorder, moving their body to the music, smiling with delight as they remember the words. Children have an abundance of opportunities to develop their skills in problem solving and numeracy, as they cut out shapes of 'Thomas' in the play dough talking about which one is bigger, smaller, how many shapes they have made and also whilst out in the local park they count the dogs they see. They show concentration as they turn the pieces of jigsaw puzzle around until it fits and clap excitedly when they have accomplished the puzzle. They learn about the world around them through first hand experience and lots of fun activities. Children practise their physical skills as they confidently play on the apparatus at the local park, independently accessing the outdoor areas and equipment at the local groups and skilfully manipulate the play dough into the shape they require. Children enjoy a huge range of experiences including, learning about people who help us, recycling, planting and growing vegetables, going for walks, visiting museums and farms and learning about cultural and religious festivals.

Children learn about good hygiene practices through gentle reminders and posters displayed in the bathroom reminding them to wash their hands. They have daily opportunities to enjoy active outside play. Children are reminded about safety. For example, the childminder talks to them about getting in the car safely and that they always need to have their seat belt fastened when travelling and about holding hands when crossing roads. Children are reminded about not running inside to prevent accidents. Children's behaviour is excellent and as result, all children flourish in a calm, harmonious atmosphere. All children take part in discussions about acceptable behaviour and the childminder has some simple house rules in place. A high emphasis is placed on politeness, manners and respect for oneself and others. Children learn to think and understand for themselves, inspired by the childminder's open ended questions.

## 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>	1
How well does the provision promote inclusive practice?	1
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?	1
How well are children safeguarded?	1

### 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>	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?	1
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?	1

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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

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