

Inspection report for early years provision

Unique reference number	124209
Inspection date	21/07/2009
Inspector	Rebecca Elizabeth Khabbazi
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1992. She lives with her husband and one adult child in a four bedroom house in a residential area of Croydon. The first floor kitchen and living room are the main areas used for minded children. Children have access to a ground floor cloakroom. A fully enclosed garden is used for outside play. The family have a dog.

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 at any one time, of whom three may be in the early years age group. There are currently six children in the early years age group on roll, who attend on a part-time basis.

The childminder is a member of a local childminding network linked to Castle Hill Children's Centre. She is also a member of the National Childminding Association. She has a relevant childcare qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder's excellent understanding of children's individual needs and the close relationships she builds with parents ensure that children's welfare and development are promoted exceptionally well. Children flourish in the welcoming, inclusive environment and make significant gains in their learning. The childminder monitors her own practice very effectively. As a result, actions taken are well targeted and bring about sustained improvements in the service provided.

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 to strengthen links with any other settings delivering the Early Years Foundation Stage to minded children

The leadership and management of the early years provision

The childminder offers an exceptionally high quality service that is very efficiently managed. Clear and effective policies and procedures that are implemented consistently ensure children's health and safety is given the highest priority and their welfare is effectively safeguarded. The childminder constantly monitors and assesses the provision and strives to continually update and develop the service she provides. She actively seeks feedback from parents and her network coordinator in order to identify any potential areas for improvement. She also makes excellent use of local training opportunities to extend her skills and explore

new ideas for the setting. Action taken is effective in bringing about sustained improvement to outcomes for children, for instance the childminder recently introduced a range of resources and activities to extend children's skills in using information and communication technology during their everyday lives.

Well established, close partnerships with parents ensure the needs of each child are met and contribute significantly to the well-being of the children in the childminder's care. Parents have access to comprehensive information about the setting and are kept well informed through daily diaries, the notice board, newsletters and daily discussions. They are actively involved in their child's learning and contribute to agreeing and reviewing their next steps. The childminder works closely with a variety of other professionals and local agencies to ensure a consistent, well coordinated approach, and is in the process of establishing working relationships with all other settings that minded children attend.

The quality and standards of the early years provision

Children thrive and grow in confidence in the excellently equipped, child-centred, safe and secure setting. They freely choose from the wide variety of stimulating, good quality resources and play materials, independently selecting a book or activity from the shelves and moving confidently and safely around the environment. They learn to be safety conscious without being fearful when they take part in regular fire practices or carefully walk up and down the stairs holding on to the rail at the side. They follow excellent hygiene practices, climbing onto the step to wash their hands before they eat and finding their own towel to dry them with afterwards. Children develop healthy eating habits as they enjoy fruit for their snack and are tempted to try something new that they haven't tasted before. They learn new skills as they cut the fruit into pieces with a knife before they eat it. Children quickly become familiar with the routines and expectations of the setting. They benefit greatly from the childminder's calm, gentle approach to managing their behaviour. She sets clear boundaries that help children feel secure and implements effective strategies to encourage positive behaviour, giving warm, consistent praise. Children learn to moderate their own behaviour as they share, take turns and think about how others feel.

Children take part in a wide variety of interesting, stimulating activities and experiences that enhance their learning and development. The childminder has an excellent understanding of the Early Years Foundation Stage, which ensures children receive high quality guidance in their learning. She makes careful observations of their achievements and uses these to ensure activities are well matched to children's interests and abilities and build successfully on what they already know and can do. Children talk with excitement about their recent outing to the farm and are keen to show the pictures they took themselves and then made into their own book to take home. They become enthralled when the childminder tells them the 'Bear Hunt' story, joining in with the actions and learning about over, under and through. They solve simple problems during everyday activities, tearing the tissue paper carefully to make it the right size and shape to stick on the mask that they're making; cutting their fruit into halves and

then quarters; and counting the steps as they climb the stairs, all the way up to 13. Children take turns to use a programmable Bee-Bot toy during a game, working out how to press the buttons in the correct order to make the toy move where they want it to across the board. They show high levels of curiosity, independence and motivation to learn. They benefit from an excellent variety of experiences throughout the day and thoroughly enjoy their time in the childminder's care.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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