

Inspection report for early years provision

Unique reference number	405078
Inspection date	16/07/2009
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).

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 1998. She lives with her two children aged seven and 12 years. The family live in a three bedroom house in a residential area of Croydon. The ground floor of the house is the main area used for childminding. A garden is available for outdoor play. The family has two cats.

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 five children under eight years old. There are currently three children in the early years age group on roll and the childminder also cares for two older children.

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

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children flourish in the safe, inclusive, child-centred environment and make consistently good progress in their learning. The childminder's excellent knowledge of children's individual needs ensures that she offers a high quality service where children receive all the support that they require. The childminder continually monitors her own practice. This means that any priorities for future development are promptly identified and well targeted action is taken to ensure that the service is responsive to the needs of children and their parents.

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 systems for monitoring children's progress by ensuring next steps clearly link to each child's identified learning priorities and are regularly reviewed

The leadership and management of the early years provision

The childminder offers a high quality service that is very efficiently managed. She ensures that all required documentation that contributes to children's well-being and safeguards their welfare is well organised and maintained to a high standard. The childminder makes excellent use of local training opportunities to continually update her knowledge and skills and ensure that the support she provides to individual children is of the highest quality. For instance, she has attended a wide variety of courses including Safeguarding Children training and 'Supporting Every Child'.

The childminder makes excellent use of feedback from parents and her network coordinator to continually review and assesses her service. She has high aspirations for future development and a good understanding of the setting's strengths and areas for improvement. She takes prompt action to address any identified areas for development, for instance, ensuring parents have frequent access to their child's file so they are fully involved in their learning. Partnerships with parents are very well established and ensure each child's needs are met. Parents are well informed and kept up to date with all aspects of the provision through the childminder's portfolio, daily contact books and verbal discussions.

The quality and standards of the early years provision

Children are very happy and settled in the childminder's care. They benefit from a well-equipped, child-centred, safe and secure environment where they flourish and grow in confidence. Children move freely and safely around the rooms used for childminding, independently selecting their own resources from the extensive range of play materials available. They follow excellent hygiene routines as they wash their hands before they eat or after a messy activity, carefully climbing the steps to the sink on their own with the childminder's gentle guidance. Children develop healthy eating habits when they enjoy apple and banana for a mid-morning snack, and they play outside every day, as part of a healthy lifestyle. Children benefit greatly from the childminder's calm, gentle approach to managing their behaviour. She sets clear boundaries and reinforces them consistently, for instance making sure that children sit down at the table when they eat. This helps children learn to behave well.

Children take part in a wide range of interesting and stimulating activities and experiences that support their development and learning. The childminder's good knowledge of their individual needs ensures that activities are well matched to their interests and abilities, and they receive high quality guidance in their learning. The childminder makes frequent observations of children's achievements and uses these to identify next steps for their learning, although there are some minor areas for improvement in systems for identifying and reviewing children's next steps.

Children's early language and literacy skills are fostered as they cuddle up to listen to the story of 'The old woman who swallowed a fly'. They look at the pictures with interest and eagerly repeat words in response to the childminder's questions. They show fascination as they use a magnifying glass to look at different objects, holding it up to the childminder's face to see if it makes her look bigger. Children enthusiastically join in creative activities, which the childminder ensures they can all take part in at an appropriate level. They use big brushes and their fingers to explore the paint, mixing colours on their paper. They have fun recording their voices using a microphone and listening back to what they said. Children thoroughly enjoy their time at the setting. They benefit from a balanced routine that includes daily outings and they are well occupied, stimulated and motivated to learn.

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?	2
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?	2
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
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

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
--	-----