

## Inspection report for early years provision

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<b>Unique reference number</b>	124319
<b>Inspection date</b>	08/06/2009
<b>Inspector</b>	Denys Rasmussen
<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 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 husband and two children who are aged six years and ten years, in a house in Thornton Heath. The downstairs of the house is used for childminding purposes and the bathroom upstairs. There is a fully enclosed garden available for outside play. The family have a pet dog and Goldfish.

The childminder is on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children at any one time. Currently there are seven children on roll, two of whom are in the early years age range.

There were no children present during the inspection.

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

Overall, the quality of the provision is good. The childminder ensures she understands each child's individual needs in consultation with their parents to provide an appropriate learning environment. This supports children to make good progress. The childminder reflects on her service which helps her to make continual improvements. The childminder's knowledge and experience coupled with her caring and inclusive attitude ensure children's learning, development and welfare needs are met with success.

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

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

- improve risk assessments by including trampoline play.

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

The childminder is very organised and her effective safeguarding procedures and experience ensure children are well protected. She has written policies and procedures in place for parents information and to support the safe management of her childminding service. The childminder's comprehensive written risk assessments for indoors and outdoors ensure measures are put in place so that children can play safely. For example, safety gates are in place, all electric sockets are covered and hazardous substances are locked away. However, trampoline play has not as yet been risk assessed.

The childminder has attended a training course in self-evaluation and her systems ensure she has a good understanding of her strengths and weaknesses and how it impacts on her childminding service. She has considerably updated her knowledge base by attending relevant courses such as, behaviour management, personal,

social and emotional aspects of development, observations, planning and assessments and policies and procedures. She is continually updating her knowledge through training and plans to complete a National Vocational Qualification (NVQ) in Childcare and Education at a level three.

The childminder fosters good relationships with the parents and her flexible child led settling in routine ensure children settle quickly. The childminder ensures she has all the appropriate information and permissions from the parents and uses a daily contact book 'all about me' to provide a two-way flow of information. This helps the childminder to provide consistency of care and to be up-dated on the children's continually changing individual needs and interests.

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

The childminder's observations of the children and communication with parents are clearly linked to the areas of learning and inform her planning. The children's 'learning journey' profile book helps the childminder to share the children's progress with the parents. This is well-presented with written observations and photographs of the children involved in activities. The children's next steps for learning are identified and incorporated into her plans.

The childminder demonstrates a good understanding of the requirements of the early years foundation stage (EYFS) and how to provide planned purposeful play and exploration, both in and outdoors that results in children being active learners. Children visit local groups where they make friends and build on their social skills. They dig in the earth to look for mini-beasts and notice birds and other wildlife. The childminder uses the children's observations to talk about number, sounds and colour, for example "how many birds can you see, what colour are they, what sounds do they make?". Children are offered a variety of activities such as play dough, small world play, art and craft, construction and reading.

The childminder helps the children to understand risks through discussion, she practises road safety when outside and explains to the children what to do if they were ever lost. Children are encouraged to adopt a healthy lifestyle. The childminder reminds them to cough into their hands to avoid cross-contamination and they are encouraged to wash their hands when appropriate. They are offered healthy food and fresh air and exercise feature in the children's daily routine.

## 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?	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>	3
<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?	3
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?	2

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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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