

Inspection report for early years provision

Unique reference number	124559
Inspection date	23/04/2009
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

The childminder was registered in 2000. She lives with her husband and two children aged 11 and 13 years old. The family live in a two bedroom house in a residential area of South Croydon. The ground floor of the house is used for childminding. A garden is available for outdoor play.

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 four children under-eight years old and there is currently one child in the early years age group and two older children on roll.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder promotes all aspects of children's welfare and development successfully, and most requirements are met. Children are safe and well cared for in the welcoming, inclusive environment and effective partnerships with parents ensure their individual needs are met. The childminder regularly reflects on the service she provides in order to ensure any areas for improvement are promptly identified and acted upon.

What steps need to be taken to improve provision further?

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

- continue to develop systems for assessing children's progress and reviewing the next steps for their learning

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing
(Safeguarding and promoting children's welfare)

22/05/2009

The leadership and management of the early years provision

The childminder keeps all of the required documentation that contributes to the smooth running of the setting and safeguards children's welfare. She completes effective risk assessments of the premises that ensure children can move freely and safely around the home and garden, although she has not yet carried out a risk assessment of the outings that she takes children on as required. The childminder uses feedback from parents and discussions with other childminders, together with local training opportunities, to evaluate her provision and identify any areas for development. This ensures she keeps up to date with changes and is responsive to the needs of the children she cares for and their families. The childminder works closely with parents. They have access to comprehensive

information about the setting in the childminder's portfolio and effective two-way communication on a daily basis means children experience consistent care.

The quality and standards of the early years provision

Children are confident and settled in the childminder's home. They help themselves to a good range of age-appropriate toys and resources, which are stored so they are accessible in the areas they are used. They grow in independence when they help prepare their sandwich for lunch, spreading the butter themselves and choosing a tasty chicken filling. They learn about simple good hygiene routines when they wash their hands before they eat, and enjoy playing outside in the well-equipped garden as part of a healthy lifestyle.

Children have good relationships with the childminder, who is calm and consistent in her approach. They take part in a wide variety of activities and experiences that support their development and help them make good progress towards the early learning goals. They benefit from outings to local parks, a weekly visit to the 'treasure box club' at the library, and trips to the reptile zoo or for a walk in the woods. At the childminder's home they become absorbed in their play, setting up the castle and acting out a story from their imagination. They enjoy taking part in creative activities, making models with play dough, painting at the easel, or decorating a plant pot to grow seeds in. The childminder has begun to make observations of children's achievements and use these to identify the next steps for their learning. This has not yet been extended so that next steps are regularly reviewed.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

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?	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?	2
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

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