

## Inspection report for early years provision

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<b>Unique reference number</b>	EY382150
<b>Inspection date</b>	17/06/2009
<b>Inspector</b>	Elizabeth Ellen Mackey
<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**

The childminder was registered in 2008. She lives with her husband and two young children aged two and nine years in Croydon, Surrey. All rooms on the ground floor are used for childminding purposes. There is a secure rear garden for outdoor play. The childminder is registered to care for a maximum of five children at any one time, of whom two may be in the early years age group. She is currently minding four children, all attend on a part-time basis and are in the early years age group. The childminder attends local drop-in-groups, takes children to the local library, park and places of interest. The childminder is a member of the National Childminding Association (NCMA) and she holds a level 3 qualification in childcare.

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

Overall the quality of care is outstanding. The childminder provides a stimulating and innovative programme of activities that effectively promotes children's development. She has a comprehensive knowledge of the children she cares for and excellent partnerships with their parents and the schools they attend. The learning environment is organised to meet children's needs and to enable them to develop their independence and autonomy. The childminder is committed to developing her own practice to improve outcomes for children. She keeps her knowledge up to date and her self-evaluation includes a personal specific improvement plan.

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

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

- improve the system for obtaining children's starting points ensuring the information links to assessment records

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

The childminder's excellent practice is underpinned by her up to date knowledge of the welfare and learning and development requirements. She has in place current, well thought out policies and procedures that are discussed with parents. A comprehensive risk assessment is in place which includes assessments of the various outings the children attend. The organisation and safety measures within the setting enables children to develop their confidence and autonomy as they learn how to keep themselves safe. Fire drills are routinely practised and children independently wash their hands.

The childminder has attended many training courses since her registration and her development plan shows a planned programme of further training, including a booked course to develop three way partnership. The childminder includes parents

in all aspects of the children's care and development. Welfare records are meticulously maintained, parents sign to confirm attendance, accidents, incidents, medication and all relevant consents. Parents contribute to children's developmental records on a regular basis and children's identified next steps for learning are discussed with them. Information relating to children's ability is obtained at the start of the placement, but currently it is not linked fully to the assessment record. In addition, a daily record book is shared with parents, which keeps them up to date on a daily basis of how their child has spent their time and their overall well-being.

Children are effectively safeguarded because the childminder has a clear understanding of her role and responsibilities in child protection. She has attended safeguarding level 2 training and is booked to undertake level 3. A clear policy is displayed and parents are provided with a copy. Information relating to the childminding service is either displayed or accessible at the entrance of the house to enable parents easy access.

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

Children are extremely motivated in this creative child-centred environment. They are constantly engaged in purposeful activity, which is enabled by the wide range of accessible creative resources available to them and the support of the childminder during their play. Children are confident communicators and they talk and question all the time.

There is a free flow system in operation, children can move from any area in the downstairs of the property into the garden. The childminder has skilfully ensured the outdoor area provides excellent opportunities for children's learning, which is extremely successful, because the children choose to spend most of their time in the garden. They are undeterred by the rain, they independently put on Wellingtons and raincoats. Children eagerly hide treasure in the sand, taking turns to find it. They experiment with water, pouring and measuring, sharing their ideas as they play. One child fills a jug with water and then adds different items to it, he questions which one will fall out first. They then experiment with this, adding heavier and lighter things. There is a craft trolley available so children can access a variety of craft materials. They put on their aprons and mix their own paints. They talk about their pictures and then put them to dry on the line. Children's work is displayed and their play is highly valued, which promotes their self-esteem.

The ethos of the setting is for children to feel confident to explore so they can develop their play and build upon what they know. They are encouraged to experiment, for example when rolling a ball down the path they run to get the tape measure to measure how far it reaches. They then compare this to the speed of an apple. The childminder photographs the children and the pictures show the child's curiosity and the sequence of events as he explores with it. For example, photographs show a child playing with bubble wrap. Initially he uses his hands, then his feet and finally experiments with riding a car over it and asking another child to push a pram over it. Children also have their own camera, they take photographs and the childminder supports them in printing them from the

computer.

Planning is exemplary, the childminder has the planning for the schools the children attend and she builds on what they are doing. There is also a record of how the children's interests have been followed. Children are respectful of the boundaries in place, they contribute to the house rules. Children are polite and helpful to one another, they are very settled and show a sense of belonging in the setting. They have excellent relationships with each other and with the childminder, who they frequently embrace. There is excellent use of natural resources to interest the children. They experiment with the sounds they make from bashing the pots, pans and ladles hanging on the tree in the garden. Children are extremely expressive and enjoy singing and dancing. They learn to appreciate many different types of music, for example they dance beautifully to Indian music using dandia sticks which are used in traditional Indian dance. This is one of many experiences they share which promotes their knowledge and understanding of the world. Children are empowered and they flourish in this inclusive setting.

## 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