

## Inspection report for early years provision

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<b>Unique reference number</b>	EY387175
<b>Inspection date</b>	28/05/2009
<b>Inspector</b>	Laura Brewer
<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 13 year old son in Croydon Surrey. The property is accessible to local schools and transport services. All areas on the ground floor are used for childminding purposes along with bathroom and sleeping arrangements on the first floor. There is a rear garden for outdoor play opportunities. The family has one pet cat.

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. Currently she cares for four children from two to ten years. All children attend on either a part-time or after-school basis. The childminder is a member of the National Childminding Association and holds a current first aid qualification.

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

Overall the quality of the provision is good. The childminder effectively promotes all aspects of children's welfare, learning and development well. Her clear knowledge and understanding of the children's individual needs ensures that they receive good support, are safe and secure, and make clear progress in her care. There is a strong working partnership with parents, which contributes to ensuring the needs of all children are continually met. The childminder offers an inclusive service where each child is valued as an individual. She is clear about areas of her practice she would like to develop and demonstrates a commitment to continual improvement.

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

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

- continue to develop the assessment systems to include children's initial starting points on entry to the provision.

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

The childminder is well organised and has secure record keeping systems so that children's individual needs are known and provided for. Children are protected by the childminder's clear understanding of safeguarding issues and her knowledge of what she should do if she had concerns about a child.

Children benefit from the childminder's good understanding of how to promote their learning and development, and how to help children feel secure and confident in her care. The childminder demonstrates a commitment to wanting to improve her practice, she gains the views of parents about her service and has booked to attend additional training in order to update her knowledge and skills.

Children's sense of security in the childminder's care is fostered by the many ways she has devised for building good partnerships with parents. New parents are helped to settle children gradually and to share their preferences for how their child is cared for. All parents have access to the childminder's informative policies and procedures so that they are clear about the service provided. The childminder also obtains all the appropriate written consent from parents for different aspects of children's care to ensure their wishes are respected. Parents are able to support their children's learning and enjoy finding out about their achievements through daily conversation with the childminder and sharing individual contact books.

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

Children's care and welfare is enhanced by the childminder's good practice and strong commitment to keeping them safe, promoting their good health and ensuring they make good progress in their learning. Children are safe and well cared for at the childminder's home. They grow in confidence and independence as they move freely and safely around the home due to effective safety precautions and the childminder's diligence. Children's health and well-being are given high priority. They learn about food that is good for them as they make their own fruit kebabs at snack time and have discussions about healthy eating issues. Children respond well to the childminder's clear guidance and reassurance and their behaviour is good as a result.

The childminder knows the children she cares for well and they are content and settled in her care. She supports children's learning effectively and they enjoy a varied range of interesting and stimulating indoor and outdoor activities and experiences that help them make good progress in their development. Children enjoy a variety of outings on a regular basis. They socialise with other children at toddler groups and have opportunities to enjoy the fresh air and be physical as they regularly visit a range of parks and use the garden. Children have access to a good range of creative materials to enable them to develop their self-expressions as they explore a range of creative media. The childminder talks to children as they play and encourages their thought processes through good questioning techniques. Children enjoy experimenting with a range of materials as they make space ships. They enjoy spreading the glue and explore the texture of feathers prior to sticking them onto their paper. Children's language is promoted well as the childminder reinforces key words and helps them to understand new ideas and concepts.

The childminder makes regular observations and takes photos of children's achievements in order to monitor their progress. These are used to assist her with the activity planning to support children's next steps for learning. During the admission stage, the childminder gains information from parents about children's individual needs and routines. However, information gained about their developmental stages is limited to demonstrate their starting points on entry to the provision.

## 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>	2
<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?	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

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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