

Inspection report for early years provision

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Inspection date	20/10/2009
Inspector	Elizabeth Ellen Mackey
Type of setting	Childminder

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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.

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Description of the childminding

The childminder has been registered since 1997. She lives with her partner, two adult children and two younger children aged 15 and 14 years. They live in a three bedroom house in a residential road in Shirley, in the London Borough of Croydon. Minded children have access to the lounge and dining rooms and the first floor bathroom. They also have access to a secure garden, which is accessible through the kitchen.

The childminder is a member of the local Childminding Network and National Childminding Association.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding three children in this age group, all of whom attend on a part time basis. She is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder is an accredited childminder and she holds a level three National Vocational Qualification (NVQ) in childcare. She also holds a level two qualification in British Sign Language (BSL)

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a clean, safe and nurturing environment. The childminder is committed to working in partnership with parents and other professionals to ensure there is consistency in meeting children's needs.

Children's welfare is exceptionally well promoted in the setting, and the childminder implements effective strategies to enable children to make good progress in their learning and development. The childminder has good systems in place to assess her service, and her self evaluation provides an accurate reflection of her service.

All required documentation that promote children's health, safety and well-being is in place, although some policies require more detail. Risk assessments are clear and checked on a regular basis. The childminder holds an up to date first aid qualification, a level two in food hygiene, and policies and procedures for accidents and illness are exemplary.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge of the early learning goals to assist with

- planning for the next steps in children's learning
- extend the detail in the policies to ensure they are comprehensive
- develop the systems for self evaluation, by including the views of the children and parents who attend

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her responsibilities in relation to safeguarding children and she has attended safeguarding training levels one and two. This ensures her procedural knowledge is up to date. The childminder is an accredited childminder and she is experienced in caring for children with special educational needs and/or disabilities. She is committed to offering an inclusive service, and she works closely with other settings and support services to ensure children receive continuity of care. The childminder is experienced in this field and she is pro-active in developing her knowledge to enable her extend the range of services she is able to provide. This commitment is a particular strength of the setting.

The childminder is vigilant in ensuring children can play safely in the setting and when on outings. The childminder ensures the setting is planned and organised appropriately to ensure children can play safely. For example, potential hazards are out of children's reach and resources are organised according to the age and ability of the children attending.

Children are able to independently access a good range of resources, these are rotated on a regular basis. Partnership with parents is excellent, and parents are kept up to date of their children's progress and wellbeing through effective communication systems. There is a substantial exchange of information between the childminder, parents and other key people who are involved in the children's care and education. This contributes to effective partnership and helps to ensure information is kept up to date. Parents comment, they are "very happy with the care their children receive and the service the childminder provides".

The childminder uses a toy library to enhance her equipment and she also makes good use of available natural materials. This helps to ensure resources and the environment are sustainable. The childminder shows driving ambition to develop her service to improve outcomes for children. The recommendation that was set at the previous inspection has been addressed, and the childminder has attended a wide range of training courses, including "Achieving sustainability As A Childminder and Aiming High". As a result, the childminder demonstrates a strong capacity for maintaining continuous improvement. She is striving to develop her practice through keeping up to date with training and further developing her knowledge of the Early Years Foundation Stage (EYFS) framework. The childminder's self evaluation of her service is good, however, a recommendation is made for the childminder to seek the views of parents and children to provide a more comprehensive picture.

The quality and standards of the early years provision and outcomes for children

Children are provided with a varied range of interesting and enjoyable activities. They receive a high level of support and encouragement that enables them to make good developmental progress. Children demonstrate they are happy and confident; they demonstrate a sense of belonging. Older children enjoy a close established relationship with the childminder, and younger children are reassured by the childminder as they gradually settle in. The childminder knows the children very well and plans for them collectively and individually. Observations of the children enable her to assess each child's particular stage of development. However, the next step in their learning journey is not always clearly identified to sufficiently demonstrate the progress they make.

Outings to the park, library and toddler group are part of the children's routine. Children enjoy playing in the garden, which is enhanced by a satisfactory range of resources to facilitate their physical development. The childminder successfully uses music as a tool to promote children's development. She teaches them how to play the piano and the ukulele. All children, regardless of their ability, eagerly join in. It is a fun social activity where all the children take turns to play an instrument and sing. Children are very supportive to one another and acknowledge each other's contribution by clapping when they have finished. Children enjoy various craft activities, including painting. The childminder safely positions babies at the same level as the older children to encourage them in their own mark making. There is a lovely sense of fun and the children are very content.

Children are developing skills for the future as they have access to a good assortment of books, and numeracy is incorporated in to everyday activities. Access to programmable toys and a computer enable children to begin to understand the purpose of information and communication technology. Children develop skills in speaking and listening, and in numeracy, through the good interaction with the childminder.

The home is well organised and children practise good hygiene routines which protects them from the risk of cross-infection. Children enjoy healthy meals and snacks, which are prepared prior to their arrival. Children contribute to the menu and their individual dietary needs are met. Children learn how to keep themselves safe through discussions with the childminder about behaviour and boundaries. Children also regularly practise fire evacuation drills and know what to do in the event of a fire.

The childminder interacts with the children in gentle way and they respond to her affectionately. They engage confidently with her and spontaneously climb on her lap and go to her for a cuddle. Children clearly feel safe as they play and they are able to make their needs known. Babies show determination as they crawl towards brightly coloured resources that attract their attention. They also watch wide eyed as they try to touch the bubbles the childminder blows for them. Age appropriate resources are available to provide children with purposeful activities that promote their learning and development well.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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