

Inspection report for early years provision

Unique reference number	124534
Inspection date	10/12/2009
Inspector	Rebecca Elizabeth Khabbazi

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1999. She lives with her partner and one child aged 12 years old. The family live in a three bedroom house in a residential area of Croydon. The downstairs of the house is the main area used for childminding. A garden is available for outside play. The family have two cats and a dog.

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 five children under eight years old, three of whom may be in the early years age group. There are currently three children in the early years age group on roll.

The childminder has a relevant childcare qualification. She is a member of the National Childminding Association and a local Croydon Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the childminder's welcoming home. Good partnerships with parents ensure that the childminder has all the information she requires about children's needs and can provide appropriate care. This helps children make good progress in their learning. The childminder regularly reflects on her practice to identify areas for improvement and ensure the service is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- ensure that children's next steps are regularly reviewed and used to plan learning experiences for each child that build on their existing knowledge and skills
- ensure that Safeguarding procedures are in line with up to date Local Safeguarding Children Board guidance and procedures

The effectiveness of leadership and management of the early years provision

The childminder effectively safeguards the welfare of children overall. She is vigilant in ensuring all household members are appropriately vetted and safe to be in contact with children, and she makes sure that she maintains a safe environment for children to play. She has an understanding of her responsibilities in relation to child protection, but her safeguarding policy is not currently in line with up to date local guidance and procedures. The childminder is well organised and keeps all of the required records that promote children's health, safety and

well-being. She ensures children have access to a wide variety of suitable resources and play materials that support their learning and development.

The childminder makes good use of feedback from parents and her network coordinator to evaluate and review the provision, and actions taken lead to improved outcomes for children. For instance, by increasing parents' involvement in children's learning by having an 'autumn box' where children contributed items from home. She works closely with parents to ensure that she has a good understanding of children's backgrounds and needs, so that equality and diversity is successfully promoted. Parents benefit from comprehensive information about the setting through the childminder's portfolio, the noticeboard and regular letters, and a daily diary keeps them up to date with day to day activities and achievements. The childminder has begun to develop partnerships with other providers where children attend more than one setting, but these are not yet fully established.

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

Children are happy and settled in the childminder's welcoming home. They move confidently around the home and grow in independence as they help themselves to toys and play materials. They learn to keep themselves safe when the childminder talks to them about road safety or stranger danger, and when they take part in regular evacuation practises. Children adopt simple good hygiene routines when they wash their hands before they eat or after a messy activity. They benefit from healthy meals and snacks that meet their nutritional needs and younger children enjoy a cuddle while they drink their milk. Children are active and enjoy playing in the garden or visiting the local park to practise their newly acquired physical skills.

Children benefit from a balanced range of activities and experiences that support their progress towards the early learning goals. Activities are well matched to their interests and abilities and adapted where appropriate, to ensure that all children can take part. Children make good relationships with the childminder and respond well to her guidance and support. Their early language skills are encouraged when they take part in conversations, cuddle up for a story or choose their own books at the library. They count during every day routines, such as seeing how many buses go past them as they walk to a toddler group, and they enjoy games where they count, match and sort. Children investigate the world around them when they plant sunflower seeds and watch them grow until they are as tall as the childminder, or when they go fishing in the park and see what they can catch. They use their imaginations when they dress up, paint pictures or enjoy dancing to music. The childminder makes regular observations of children's achievements. However, the next steps identified for children are not always followed up and reviewed regularly to ensure activities continually build on children's existing knowledge and skills.

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	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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

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