

Inspection report for early years provision

Unique reference number	EY254036
Inspection date	13/10/2009
Inspector	Jane Elizabeth Chappell
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 2003. She lives with her adult daughter and younger daughter aged 11 years old, in a two bedroom house in Norbury within the London borough of Croydon. The whole of the property, excluding the master bedroom, is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children under eight years at any one time, no more than two of whom may be in the early years age range. She is currently minding one child in this age group. She also cares for children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe, clean and inclusive environment. Children's welfare is well promoted and children are secure and confident in the care of the childminder. Close partnerships with parents ensure that children's individual needs are met well. This helps children make good progress in their learning, given their age, ability and starting points. The childminder is able to reflect on her practice and is able to recognise her strengths and areas for improvement. Most required documentation that promotes children's health, safety and well-being is in place.

What steps need to be taken to improve provision further?

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

- obtain parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 27/10/2009

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

- continue to extend systems for planning activities based on observations of children
- extend the self-evaluation to provide the views of the parents whose children are looked after.

The effectiveness of leadership and management of the early years provision

The childminder is aware of the benefits of driving improvement in her knowledge and skills by making good use of training opportunities. For example, she has completed child protection training and is currently undertaking a diploma in Early Years Education, which is enabling her to become more familiar with the latest framework, and therefore, supporting her to continuously improve the service she provides. The childminder has begun to self-evaluate her service, recognising her key strengths and areas for improvements; however, a recommendation is made for the childminder to seek the views of parents to provide a more comprehensive picture.

The childminder builds strong partnerships with parents. She ensures that she gathers all the information she requires to make sure children receive good quality care that meets their individual needs. Parents have access to information about the setting, including policies and procedures. They are kept up to date through daily verbal discussions, and regular photographs and telephone calls. The childminder has sought all parental permissions, however, on the day of the inspection she could not find the parental permission to the seeking of emergency medical advice or treatment. This does not fully support children in an emergency; therefore, an action has been set.

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

The childminder ensures children are safe whilst in her care as a result of effective risk assessments, which minimise potential dangers and hazards. Appropriate health and welfare policies are effectively implemented and are shared with parents at the start of each placement.

The majority of the documentation and paperwork required in order to safeguard children and promote their welfare is comprehensive and up to date.

Children feel safe and secure in the setting, because the childminder is consistently available to help and support them. Children are able to move around the home freely as good safety measures are in place, for example, a stair gate is placed at the stairs. Children are active and benefit from daily fresh air as part of a healthy lifestyle. They learn to keep themselves safe when they take part in a fire practice and as they hold hands to cross the road. Children respond well to the childminder's calm, consistent approach and are familiar with the routines and expectations of the setting, such as removing their shoes indoors. The home is clean and well maintained and good hygiene routines means that children are protected from the risk of cross-infection. Children enjoy healthy meals and snacks, such as rice cakes and raisins, and are encouraged to drink throughout the day, to ensure they remain hydrated.

The childminder knows the children well and records observations of the children at play, which include photographs for the parents to see. She is still developing her system for making assessments of children's progress and using observations

to plan for the next steps in their learning. The children have fun, are occupied and interested in the activities available. They are well supported in their play by the childminder, who is attentive to their needs and fully involved in their play. Children jump up and down and clap with excitement as they press the button on the musical book as it begins to sing. They confidently select a puzzle, and turn the pieces around until they can manage to fit it in, they choose a book for the childminder to read to them, and snuggle in for a cuddle. Children learn about the world around them through walks, such as to the squirrel's park, where they have fun looking for the squirrels and running up and down the slopes. They also attend a variety of local groups to socialise with other children. Children use their creativity through arts and crafts, for example, colouring, painting, gluing and play dough. This enables children to explore and investigate different mediums and use their imaginations to create pictures and models.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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