

## Inspection report for early years provision

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<b>Unique reference number</b>	EY316667
<b>Inspection date</b>	08/10/2009
<b>Inspector</b>	Elizabeth Anne Coffey

<b>Type of setting</b>	Childminder
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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 2005. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of three children under eight years, of whom two may be in the early years age group at any one time. There is currently one child in the early years age group and one school aged child on roll.

The childminder lives with her husband and two children aged four years and eight years. They live in a house in Woodside, in the London borough of Croydon. All areas of the property can be used for childminding, although children play mainly in the ground floor playroom and lounge. There is a fully enclosed garden available for outside play. Two guinea pigs are kept as family pets.

The childminder is a member of the National Childminding Association. She is also a member of the Croydon Childminding Network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are extremely happy and settled because the childminder creates a safe and secure environment, where children are valued and supported. The childminder is organised and has developed useful information for parents and successful systems for exchange of information. Children enjoy their time spent with the childminder and engage in a stimulating variety of play opportunities. As a result they are making good progress in all areas of their learning and development. The childminder has begun to evaluate her provision and demonstrates a good capacity to maintain continuous improvement.

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

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

- develop systems for reviewing, monitoring and evaluating own practice to help support ongoing improvement
- ensure a full risk assessment is carried out for all outings

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

Children are kept safe and protected because the childminder adopts a thorough approach to managing risks. The childminder has a good understanding of the procedures to be followed to protect children and knows how to make an appropriate referral if she is worried about a child. Children's safety, health and welfare are promoted through effective implementation of childminding policies, which are shared with parents. Children play and move around in the home and

garden safely and confidently because the childminder identifies and addresses hazards in an effective manner. However, as risk assessments are not completed for all outings, children's safety is compromised. Communication with parents and carers is good. The two-way flow engages parents well, enabling them to make active contributions, promoting the learning and well-being of children in the setting. The childminder demonstrates a sound awareness of the need to work closely with other partners, as and when the need arises.

The childminder interacts very well with the children, anticipating and responding well to their welfare and development needs. Her knowledge of the Early Years Foundation Stage helps her plan and provide a curriculum that promotes children's learning and development. The childminder has begun to evaluate her provision and has started to identify the strengths and weaknesses of her service. She recognises the need to further develop her self-assessment systems to drive ongoing improvement. Resources are very effectively arranged and organised, creating enabling environments for children to play and learn. Children are confident and independent learners because they have easy access to suitable equipment and a wide range and variety of exciting toys and play materials. The childminder actively promotes equality of opportunity and provides activities and resources that reflect diversity, giving children and their families a sense of belonging and of being valued.

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

Children feel very safe and secure in the care of the childminder, because they are offered warmth and security, along with consistent and familiar routines. Children show they feel safe by confident and independent learning, making choices, helping themselves to toys and readily approaching the childminder if they need help or a cuddle. Steps taken to safeguard children include effective child protection and fire evacuation procedures, written risk assessments to identify and address hazards in the home and close, supportive supervision.

Children are developing skills for the future through support in using a wide range of learning resources. They move freely around the house, for example pushing the doll's buggy from the playroom through to the lounge. They independently choose from a wide range of toys, equipment and resources that are tailored to meet and complement each child's stage of development. The childminder is skilful in recognising and supporting children's different learning styles and interests, ensuring that toys and activities provide challenge and stimulation that is appropriate to their age and stage of development.

The childminder's interaction with the children is good. She praises them in their efforts and encourages them to build on skills they have already learned and to attempt to master new skills. She chats to the children as they play and introduces new words and phrases to help extend their learning and develop their language skills. Linguistic diversity is highly valued and the childminder has learnt some key words and phrases in children's home language. Furthermore, she has attended training on the use of sign language and at the request of parents uses signing as

well as verbal communication with the children promoting their learning and sense of inclusion.

Written observations of the children's attainments, interests and learning styles are well documented, so parents and carers can gain a good understanding of their children's experiences and learning journey. Parents evaluation of the service is well recorded through questionnaires, thank-you letters and verbal feedback received. They state that their child 'loves coming here' and that the childminder is 'creative and entertaining and knowledgeable about their child's educational needs'. Good sharing of information between parents, the childminder and school ensures consistency and supports children's care and development. Children enjoy an excellent balance of indoor and outdoor activities, and frequent visits to places of interest such as toddler groups.

Children are carefully supported to learn good basic hygiene skills through the use of effective hygiene routines, such as hand washing. Children are offered a good range of healthy and balanced meals and snacks, and drinking water is readily available. The childminder works closely with parents to ensure children's personal care needs such as sleeping and nappy changing are met. The childminder has a clear understanding of the importance of the use of positive strategies to support children's behaviour. She is careful to monitor the children at play to ensure that toys and equipment are used safely and appropriately. Children's personal, social and emotional development is fostered through the praise and encouragement they receive.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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