

## Inspection report for early years provision

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<b>Unique reference number</b>	EY397808
<b>Inspection date</b>	12/11/2009
<b>Inspector</b>	Rebecca Elizabeth Khabbazi

<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 2009. He works in partnership with his wife who is also a registered childminder. The childminder's adult daughter also acts as an occasional assistant. The family live in a four bedroom house in a residential area of South Croydon with their three children aged 14, 10 and five-years-old, and two children who are over 16-years-old. The downstairs of the house is used for childminding. A garden is available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He is registered to care for five children under eight when working on his own, three of whom can be in the early years age group. When working with his co-childminder, they can care for a total of 11 children under eight overall, with six children in the early years age group. There are currently six children in the early years age group and four older children on roll.

The childminder 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 successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive, child-centred environment and make good progress in their learning. The childminder works closely with parents to ensure he has a very good understanding of children's needs and can provide appropriate care. He works together with his co-childminder to continually monitor the service they provide. This ensures that any priorities for future development are promptly identified and the provision is responsive to the needs of the children and their families.

## **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 and skills in relation to making observations and assessments of children's progress towards the early learning goals
- update the record of risk assessment to include any assessments of risks for outings and trips

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

The childminder keeps all of the required documentation that promotes children's health and well-being and safeguards their welfare. Paperwork is very well organised and comprehensive and the childminder ensures that records are

accurate and up-to-date. He gives high priority to safeguarding children and is familiar with the steps to take if he has concerns about a child. He takes responsibility for ensuring the environment is safe for children and conducts thorough risk assessments of all aspects of the indoor and outdoor environment and of daily outings. However, the assessments of outings are not currently included in the written record. The childminder and his co-childminder offer a highly stimulating and welcoming environment for children. Equipment and resources are of excellent quality and used very effectively to support children's learning and development.

The childminder and his co-minder ensure that any areas for improvement are promptly identified and addressed and they have high aspirations for future development. Actions taken are well thought-out and effective in leading to improved outcomes for children, for instance, improvements to outdoor play equipment so that children experience new physical challenges when playing in the garden. The childminder actively seeks feedback from parents and children as part of the self-evaluation process and takes their views and ideas into account. Partnerships with parents are highly positive and contribute significantly to children's good progress at the setting. The childminder and his co-minder have a very good understanding of children's backgrounds and needs, which helps ensure equality and diversity is effectively promoted and all children are well integrated. Parents are very well informed about their children's achievements, well-being and development, and are actively involved in the assessment and monitoring of their progress at the setting. The childminder is aware of the need to build good working relationships with other providers where children attend additional settings.

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

Children are happy and settled in the setting. They flourish and grow in confidence in the well-equipped environment. Good quality interaction with the childminder and well organised routines help them feel safe and secure. Children adopt excellent hygiene routines when they wash their hands before they eat, using the liquid soap and paper towels provided. The childminder ensures he takes careful hygiene precautions when he changes nappies, which helps protect children from the risk of cross-contamination. Children benefit from well balanced meals and snacks prepared by the co-childminder, and begin to make healthy choices as they enjoy fruit at snack time and plenty of fresh vegetables with their lunch. They enjoy a wide range of physical challenges outside in the well-resourced garden, and play outdoors every day as part of a healthy lifestyle.

Children take part in a very good variety of activities and experiences that are tailored to their individual needs and interests. The childminder has a good understanding of children's needs and abilities. He currently supports his co-minder in making assessments of children to ensure activities are stimulating and interesting and support their progress, but he is not yet fully confident in this area.

Children show high levels of independence at the setting, finding a peg to hang

their coat on and selecting resources from the playroom for themselves. They quickly become familiar with the expectations of the setting and recognise where rules are different to those at home. They enjoy cuddling up for a story with the childminder, giggling as he uses different voices for the characters in the book, and their early literacy skills are encouraged when they draw and make marks as they play. They count during every day routines and activities, noticing how many wheels or windows the car has. Children find out about the world around them when they look at the globe with the childminder and talk about where different countries are. They use their imaginations as they play with the train set, and develop their problem solving skills when they fit sections of the track together for themselves. They enjoy exploring different media such as play dough, paint and 'gloop', and have fun investigating in the sand and water tray outdoors. They are very well occupied and stimulated throughout the day and thoroughly enjoy their time at the setting.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	1
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	1

### 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

<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	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

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