

## Inspection report for early years provision

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<b>Unique reference number</b>	EY344550
<b>Inspection date</b>	12/11/2009
<b>Inspector</b>	Rebecca Elizabeth Khabbazi

<b>Type of setting</b>	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 was registered in 2006. She works in partnership with her husband, 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 older 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. She is registered to care for five children under eight when working on her own, three of whom can be in the early years age group. When working with her 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 and a Croydon Childminding Network.

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

Overall the quality of the provision is outstanding.

The childminder successfully promotes high quality outcomes for children in her care. Children flourish in the safe, inclusive, child-centred environment and make consistently good progress in their learning. The childminder's excellent knowledge of children's individual needs ensures that they receive all the support that they require. She works together with her 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 high quality early years provision the registered person should consider:

- 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 places high priority on safeguarding children and ensures she is continually up-to-date with local guidance and procedures by attending relevant training. All of the required documentation that promotes children's health and

well-being and safeguards their welfare is in place, is comprehensive and very well organised. Thorough risk assessments of all aspects of the indoor and outdoor environment and of daily outings are conducted, and most records are fully comprehensive. The childminder and her 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 her co-childminder have very high aspirations and a clear vision for future development. Rigorous monitoring of the provision ensures they have an excellent understanding of the setting's strengths and areas for improvement. Actions taken to develop the provision are extremely well targeted and result in improved outcomes for children, for instance, significant improvements to children's access to information and communication technology mean children now have excellent opportunities to build key skills for the future. The childminder also makes excellent use of feedback from children, parents and her network coordinator to review and assess the provision. For instance, she encourages both children and parents to complete regular questionnaires as part of the evaluation process and uses information from these to plan developments for the future. Partnerships with parents are highly positive and contribute significantly to children's good progress at the setting. The childminder has an excellent understanding of children's backgrounds and needs, which helps ensure all children are extremely well integrated and equality and diversity is effectively promoted. 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 builds strong and effective working relationships with other providers where children attend additional settings and where children require additional support.

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

Children are very happy and settled in the setting. They benefit from a excellently equipped environment where they flourish and grow in confidence. Children move freely and safely around the rooms used for childminding, independently selecting their own resources from the extensive range of play materials available. They follow excellent hygiene routines as they wash their hands before they eat or after a messy activity, using liquid soap and paper towels, which help protect them from the risk of cross-infection. They benefit from well balanced meals and snacks freshly prepared by the childminder, that meet their nutritional needs. They develop an excellent understanding of the importance of healthy eating through activities and discussion. Children 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 wide range of interesting and stimulating activities and experiences that support their development and learning. The childminder's excellent knowledge of their individual needs ensures that activities are very well matched to their interests and abilities. She makes frequent observations of their achievements and uses these to devise high quality individual learning plans for

each child. Next steps are regularly monitored and reviewed, which ensures that children make consistently good progress in all areas of learning.

Children have excellent opportunities to develop independence as they find their peg to hang up their coat, choose their own activities or pour their own water from a jug when they're thirsty. Their early communication skills are fostered when the childminder encourages them to listen to the sounds all around them, and when they freely access materials to write and make marks in the playroom. They explore and investigate the natural world when they go for long walks in the woods behind the childminder's house, and when they dig, plant and watch things grow in the garden, or hunt for bugs using a magnifying glass. Children proudly take their own photo of their painting using a digital camera, load it on to the computer and print it off to take home. They develop their understanding of the wider community as they talk about different beliefs, help prepare food for Diwali or make pumpkin soup for Halloween. Children use their imaginations as they dress up, paint or make models with the play dough. 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>	1
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>	1
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	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1

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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