

Inspection report for early years provision

Unique reference number	EY380142
Inspection date	14/01/2010
Inspector	Jane Elizabeth Chappell
Type of setting	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
W: 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 2008. She lives with her husband and four year old son, in a three bedroom, house in South Norwood within the London borough of Croydon. The whole of the ground floor and the son's bedroom are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding three children in this age group.

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 childminder is a qualified language teacher and is of French origin.

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 and inclusive home. Children enjoy their time with the childminder and engage in a variety of stimulating play opportunities. As a result they are making good progress in their learning and development. Good partnerships with parents have been established and effective systems are in place for sharing information. 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:

- continue to develop the system used for observing and assessing children's learning.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children's welfare effectively. She is well organised and has required records in place that promote children's health and wellbeing. All adults in the home are suitably vetted and the childminder has a clear understanding of her responsibilities towards the children in her care and is familiar with the steps to take if she has concerns about a child. The childminder organises space and play resources well which enables children to safely engage in a wide variety of play experiences. In addition, she actively engages and challenges the children, taking into account their individual abilities and

preferences. Effective risk assessments are completed enabling the childminder to put measures in place to safeguard children, both indoors and on outings. The childminder has begun to self-evaluate her service, recognising her key strengths and areas for improvements for instance, she discussed that she will seek parents views at their six month review to support her ongoing improvement.

The childminder provides a service that is inclusive for all children and their families. Children have access to a range of toys and activities that promote positive images of diversity and equality, enabling them to learn more about the world around them. Further more to support children whilst in her care the childminder asks parents to share their knowledge of their home culture. As a result, children are settled, happy and secure in her care. There are good systems in place to share information with parents, who are also encouraged to look through their children's development records and add their comments on a regular basis. The childminder demonstrates a sound awareness of the need to work closely with other partners, as and when the need arises.

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

Children are happy and settled in the childminder's home. They demonstrate a strong sense of belonging as they confidently move around and independently help themselves to toys and play materials. Children are beginning to learn to keep themselves safe as they are reminded to sit down carefully and are offered assistance as they reach up for a toy. They adopt simple, good hygiene routines when they wash their hands before meals or after a messy activity. Children learn about healthy foods and drinks as they are offered bread sticks and pitta bread at snack time and help themselves to their water as they become hot and thirsty after dancing and singing.

The childminder has a good understanding of the early learning goals. Prior to children starting, she ensures she has information from parents on their child's starting points. This enables her to provide stimulating and fun activities which are based on children's likes and interests. The childminder undertakes observations of the children's development and achievements. Their next steps are reviewed on a regular basis and systems for monitoring and tracking children's progress towards the early learning goals are developing well, with each child's individual next steps incorporated, into the planning. The childminder actively encourages parents to access these records to enable them to see how their children are developing and learning.

Children enjoy a balance of indoor and outdoor activities, with regular visits to local groups, parks and to the library where they enjoy looking at the books and joining in the singing sessions. Children are keen to communicate and are beginning to use early language to express their ideas and to chat. They particularly enjoy singing and dancing and this is enhanced by the use of finger puppets and other props. They confidently help themselves to the bright and well-maintained resources and actively involve the childminder in their play, for example, as they look at books and clap with delight as the next song begins to play. They show

curiosity and get excited as they makes the light flash on the drum and listen to the French words and songs as they press the buttons on the V-tech teddy. Children are encouraged to respect differences, develop social skills and show consideration for others through positive role modelling and encouragement of good manners. Children are continually developing skills for the future through the topics covered and from support in using a wide range of learning resources.

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	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

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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