

## Inspection report for early years provision

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<b>Unique reference number</b>	EY385491
<b>Inspection date</b>	19/01/2010
<b>Inspector</b>	Sandra Patricia Jeffrey
<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.

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 in the London borough of Croydon in Surrey. The playroom and TV room of the property are used for childminding purposes, as is, the bathroom on the first floor. The garden is not used by minded children. There are no pets.

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 six children at any one time and is currently minding three children in the early years age range. The childminder also cares for older children.

The childminder is a member of the National Childminding Association (NCMA) and the Croydon Childminding Network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes children's welfare and development successfully and ensures that the children are well supported. All children are valued by the childminder and warm and trusting relationships are fostered, therefore, enabling children to feel safe and secure. Children make steady progress in their learning because the childminder is skilled at interacting with them and has an understanding of how they develop new skills. She is very well organised and has good systems in place for sharing information with parents. The childminder regularly evaluates her provision and demonstrates a good capacity to maintain continuous improvement.

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

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

- ensure the daily attendance record reflects the hours the children cared for. (Documentation) (also applies to both parts of the Childcare Register) 02/02/2010

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

- ensure children's individual records are fully effective; this relates to ensuring such records are signed, dated and regularly reviewed
- develop further, the observation and assessment system of children's achievements and ensure it is incorporated effectively into the planning to support the next steps for their development.

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

Children are cared for in a safe and secure environment, where regular risk assessments by the childminder ensures they can play and rest in safety. The childminder has a good understanding of the procedures to be followed to safeguard children and knows how to make an appropriate referral if she is worried about a child in her care.

The childminder has an up-to-date first aid certificate and all appropriate medical information and consents from parents for the children in her care. In the main, clear and accurate records are kept, however, those relating to the children's daily attendance, do not reflect the actual hours the children are in the care of the childminder. In addition, records relating to children's individual needs have not been signed and/or dated in some cases; this reduces there effectiveness.

The childminder demonstrates a good level of ambition and drive for improvement in the service she provides. She attends training on a regular basis to improve her knowledge and effectiveness and has recently embarked on a recognised childcare qualification.

Toys and play resources are clean, well maintained and carefully arranged, to create an enabling environment for children to play and learn within. Children are very confident and independent learners and enjoy the wide variety of play materials which support their progress and development. In addition, the childminder actively engages and challenges the children, taking into account their individual needs and abilities. Children have access to a good range of toys and activities that promote positive images of diversity and equality, enabling them to learn more about the world around them.

The childminder establishes and maintains close communication with parents and others involved in the care of the children. This ensures a good two-way flow of information is shared on a daily basis. Parents are kept up-to-date with their child's progress through a combination of daily discussions and development records; incorporating photographs and samples of children's work.

Parents, other professionals caring for the children and the children themselves are also invited to complete evaluation forms provided by the childminder. Completed forms sampled as part of the inspection process, showed in the majority of cases that parents and children are very happy with the service that the childminder provides. Where concerns have been raised, the childminder has been very proactive in addressing these and in endeavouring to work with the parents to resolve any issues.

Other providers caring for the children also commented favourably about the childminder and the links she has established to ensure continuity of care for the children. These forms evidence that the childminder works hard to provide an inclusive service that meets the needs of the children in her care.

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

Children are cared for in a warm and inclusive environment which enables them to develop a sense of belonging and trust. Children are happy and feel safe and receive plenty of attention, as the childminder listens attentively and responds warmly to the children throughout their daily routines.

The children clearly enjoy their time at the setting and enjoy the various activities that have been carefully set up for them, some of which are theme based and extend the children's development appropriately. They confidently help themselves to the bright and well-maintained resources and actively involve the childminder in their play as they competently manoeuvre push along toys around the playroom, for example.

Children enjoy a wide range of interesting and stimulating activities and experiences that successfully promote their enjoyment and achievement. They enjoy a varied balance of indoor and outdoor activities, including visits to several local toddler groups. This enables them to socialise and learn about the wider world and allows them to have access to a wider variety of toys and play equipment. Children also enjoy trips out for fresh air and exercise as they visit local parks and go for walks within the local community. Here they are encouraged to begin to observe the natural environment. For example, they become aware of the changing seasons, collect leaves and study ladybirds and other insects.

Children are making steady progress in their learning in relation to their capabilities and starting points. The childminder supports children's learning well as they play, giving them lots of praise and encouragement. She helps them to recognise and repeat simple words using flash cards during circle time to support their language development, for example. The childminder regularly observes the children's achievements and is developing her system to record assessments of the children's progress. Further develop is needed to ensure these are used to full effect to inform planning for children's next steps, however.

Children are safe and secure in the care of the childminder who affords them warmth and security and a sense of calm and order. A happy and relaxed atmosphere is evident and children respond positively to the gentle and consistent boundaries set by the childminder.

Children are actively encouraged to develop healthy lifestyles. They receive a healthy and nutritious diet, in consultation with parents, which helps them to make good choices about what they eat and drink. Children play and relax in a hygienically clean and tidy home, where good hygiene practices are in place; including the provision of paper hand towels for all children, further promoting their health and welfare.

The childminder encourages children to form good relationships with each other to make a positive contribution in the setting. She encourages them to respect each other and to be caring and compassionate to each other. Praise is used to

excellent effect by the childminder, both during children's play and when sharing information with the parents at the end of the day. This results in building the children's confidence and self-esteem.

## 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 02/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 02/02/2010