

Inspection report for early years provision

Unique reference number	124797
Inspection date	05/07/2010
Inspector	Sandra Patricia Jeffrey
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 has been registered since 1992. She lives with her husband and adult son, in a house, in a residential area of Croydon. The whole ground floor and bathroom facilities on the first floor of the property are used for childminding. There is also a fully enclosed patio garden available for outside play. The family do not have any pets. The childminder is a member of the National Childminding Association.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Two children in the early years age range are currently on roll. The childminder also cares for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are welcome in the setting and the childminder is committed to providing a fully inclusive provision. She has good knowledge of the children she cares for and provides a warm and welcoming environment for them. The childminder plans a range of activities and opportunities for children in her care, which helps them make sound progress in their development. However, she has not completed training in the Early Years Foundation Stage framework and has yet to introduce fully effective observation and assessment systems. Close partnerships with parents and others who care for the children, have been established which ensures continuity of care for the children. The childminder is developing her self-evaluation skills to enable her to assess the service she provides and therefore develop her practice still further.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessments clearly stating when it was carried out, the date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 26/07/2010
- carry out a full risk assessment for each type of outing with children and review this assessment before embarking on each specific outing (Safeguarding and promoting children's welfare). 26/07/2010

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

- further develop knowledge and understanding of the Early Years Foundation Stage learning and development requirements, to ensure that the planning covers each of the six areas of learning in sufficient breadth and depth, to support the children's learning
- further develop the observation and assessment system of children's achievements to ensure they are used effectively to identify next steps for the children's development to enable them to make progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her responsibilities towards the children in her care and knows what to do if she is worried about a child. Following on from her previous inspection, the childminder has attended a local child protection training course, to ensure that she has a clear understanding of safeguarding issues. Relevant policies, procedures and local guidance are now also kept to hand. The childminder gives priority to keeping children safe and carries out regular risk assessments to reduce potential hazards. However, risk assessment records are not kept and neither are records for risk assessments relating to outings. This does not promote children's safety and wellbeing fully. Appropriate health and welfare procedures are in place to ensure children's welfare is promoted sufficiently. The childminder holds a valid paediatric first aid certificate and keeps clear and accurate records; including those relating to medication and accidents. The childminder gives careful consideration to the organisation of her home and creates a welcoming environment for children to play within. Toys and resources are clean and very well maintained and include some toys that reflect the diverse society that we live in. Children have easy access to the toys and play materials, which supports their enjoyment and independence skills.

The childminder has a wealth of experience of caring for children over the years and establishes close and supportive relationships with them and their families. She builds close partnerships with parents to help her gain an understanding of each child's needs and ensures they are kept up-to-date about their children's progress through daily verbal discussions. Parents also have access to information about the setting, including written policies and procedures. Relationships with other professionals involved in the care of the children, are developing well and ensure that an effective two-way flow of information, in line with the Early Years Foundation Stage framework, is in place.

The childminder is aware of the benefits of self-evaluation and of driving improvement in her knowledge and skills by making use of training opportunities. For example, she discussed undertaking training in relation to the Early Years Foundation Stage, which will enable her to become more familiar with the framework and keep up-to-date with changes and developments. Therefore, enabling her to continuously improve the service she provides.

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

Children are happy and settled in the care of the childminder, who is attentive to their needs and has a caring disposition. They show a strong sense of belonging and are confident and secure in their relationship with the childminder. They receive genuine affection and age appropriate support from her, which means they are able to develop confidence in their abilities and surroundings. The childminder clearly knows the children very well and ensures that she provides them with a safe and comfortable environment in which they can play and relax in comfort. They are self assured, well behaved and respond well to the childminders guidance, boundaries and house rules. The children feel safe in the childminder's home because she offers them warmth and security. Young children show they feel safe by responding positively to the childminder and repeatedly requesting to sit on her lap and have cuddles for example. Clear fire safety precautions are now in place and children practise evacuation procedures on a regular basis, which ensures they are familiar with what to do in the event of a real emergency. This is an improvement instigated from the previous inspection and helps to promote children's safety. Children adopt simple effective hygiene routines when they wash their hands before they eat and after they use the toilet and are reminded to cover their mouths when coughing. They develop good healthy eating habits and enjoy a varied and nutritionally balanced diet, including eating fruit and vegetables that they help to grow. Children enjoy fresh air and regular exercise as they benefit from daily walks on the school run and when visiting local parks and soft play centres. Children also enjoy ballet classes, as part of the healthy lifestyle, effectively promoted by the childminder.

The childminder organises the daily routine around the children's individual needs and children take part in a variety of activities and experiences that support their learning and development. Children are given generally suitable opportunities to practice their developing skills within the six areas of learning. For example, children are keen to communicate and talk excitedly as they use their imaginations when playing with the dolls and play house. They enjoy looking through the books and sharing stories with the childminder. Children have opportunities to practice early mathematical skills as they complete age appropriate puzzles and learn how to problem solve when sharing the cutters for the play dough for example. Young children have fun and use their creativity when painting and colouring and doing 'homework' with the older children after school. They also enjoy regular opportunities to help bake cakes or make pizza for their tea, using home grown ingredients where possible. There are opportunities for children to learn about the world around them and to develop skills for the future as they take part in trips within the local community and to local children's groups. They have opportunities to socialise with other children and to develop skills such as sharing and taking turns and are encouraged to respect differences and to show consideration to others; through positive role modelling of the childminder. Basic observations of the children's development are carried out, but as yet do not reflect the six areas of learning and the expectations of the early learning goals. The childminder is still developing these systems and is aware that further development is necessary to ensure that they are used effectively to highlight if there are any gaps in children's

learning and to enable her to effectively identify the next steps for the children's progress.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- The registered person must undertake a risk assessment of the premises and equipment, at least once in each calendar year, and immediately, where the need for an assessment arises. The registered person must ensure that all necessary measures are taken to minimise any identified risks (Suitability and Safety of Premises and Equipment). 26/07/2010

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 compulsory part of the Childcare register (Suitability and Safety of Premises and Equipment). 26/07/2010