

Inspection report for early years provision

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Inspection date	12/04/2010
Inspector	Rebecca Elizabeth Khabbazi
Type of setting	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 1997. She lives with her husband and two children aged 13 and 7 years old. The family live in a two bedroom house in a residential area of Upper Norwood. The downstairs and one of the bedrooms are the main areas used for childminding. A garden is available for outdoor play. The family have a cat.

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 years old, three of whom can be in the early years age group. There are currently four children in the early years age range on roll, who attend for a variety of sessions.

The childminder has a relevant childcare qualification. She is a member of a Croydon Childminding network and 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. They are safe and well-cared for in her welcoming, inclusive home. Strong partnerships with parents ensure that the childminder knows children well and provides good quality individual care. Children make good progress in their learning, given their age, ability and starting points. The childminder reflects on the service she provides and takes steps to ensure she continually improves what she does. This means that the provision is responsive to the needs of the children she cares for, and their parents.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Promoting good health) 12/05/2010

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

- record details of regular evacuation drills in a fire log book, including any problems encountered and how they were resolved
- ensure next steps identified for children are regularly followed up and reviewed in order to track children's progress towards the early learning goals

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder has a clear understanding of her responsibilities towards the children in her care and she has attended relevant safeguarding training. All of the required documentation that promotes children's health, safety and well-being is in place, with the exception of parental consent to seek medical advice or treatment from a third party in an emergency. Although the childminder has fully discussed this issue with parents, their wishes have not yet been confirmed in writing as required. The home is very well organised and children can easily access an excellent variety of good quality resources both indoors and in the garden, that support their play and learning. The childminder continually evaluates her practice and takes effective steps to identify and address any areas for improvement. Action taken is well targeted to lead to improved outcomes for children. For instance, developments to the outdoor area mean that children now benefit from outdoor learning experiences across all areas of the curriculum. The childminder actively seeks feedback from parents and children as part of the self-evaluation process and takes their views and ideas into account. She makes sure she has detailed information about each child's backgrounds and needs so that she includes all children appropriately and effectively promotes equality and diversity. The childminder works closely with parents and keeps them well informed, for instance through a range of written policies and procedures, a daily contact book and regular newsletters. She is aware of the need to work closely with other partners and providers where children have additional needs or attend more than one setting. Parents report that they are extremely happy with the care and learning experiences the childminder provides.

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

Children are very happy and settled in the setting. They have excellent relationships with the childminder, who is calm, warm and responsive towards them. They show a very strong sense of belonging as they move confidently around the safe environment. They grow in confidence and independence as they help themselves to the excellent variety of toys and play materials available. Children learn to keep themselves safe when they do activities from the childminder's 'traffic club' pack, and talk about finding safe places to cross the road. There are clear evacuation plans in place, but the childminder does not currently keep a log of regular fire practices to ensure that everyone can act quickly in an emergency. Children adopt excellent hygiene routines when they wash their hands before they eat and help clean the table after their snack. The childminder ensures she takes careful hygiene precautions when she changes nappies, which helps protect children from the risk of cross-contamination. Children learn about healthy eating through stimulating, hands-on experiences such as helping prepare a variety of fruit at snack time, or growing and planting fruit and vegetables. They benefit from a range of challenging opportunities to practice their physical skills and play outside 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 good knowledge of their individual needs ensures that activities are very well matched to their interests and abilities. She makes regular observations of their achievements and uses these to identify next steps for their learning, although currently these are not always clearly followed up and reviewed in order to monitor children's progress towards the early learning goals. Children's early language skills are fostered when they join in conversations with the childminder, cuddle up for a story or choose a book to look at on their own. They enjoy making marks on the big chalk board in the garden, proudly showing off the pattern that they have made. They count and begin to solve simple problems as they play, sharing the shopping in their baskets. Children explore and investigate in the sand tray, finding out what happens when they pour the purple sand through a funnel or a sieve. They find out about the world around them as they dig in the soil, plant seeds and watch them grow. Children use their imaginations as they play together in the garden, paint and draw and enjoy a wide variety of creative activities. 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

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