

Inspection report for early years provision

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Inspection date	24/06/2010
Inspector	Elizabeth Anne Coffey
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 has been registered since 1981. She lives with her husband in a four bedroom house in South Norwood in the London Borough of Croydon. Children are cared for mainly on the ground floor. There is a fully enclosed garden 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 a maximum of five children under eight years of whom three may be in the early years age range. There is currently one child in the early years age group and three school aged children on roll. The childminder also cares for two of her grandchildren on a part time basis, both of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a caring, inclusive environment. Measures are in place to ensure children's safety in the home, for example, the premises are secure and safety equipment is used appropriately. There is a satisfactory range of resources available and a range of play and learning opportunities are provided. The childminder is endeavouring to familiarise herself with the Early Years Foundation Stage and implement this accordingly. Current systems for planning, observation and assessment are in their infancy and the childminder recognises the need to develop this further. The childminder has begun to reflect on and evaluate her provision and demonstrates a 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 use the Practice Guidance for the Early Years Foundation Stage to help to identify children's next steps in their learning and develop a system to monitor their progress towards each early learning goal
- continue to develop own knowledge of the Early Years Foundation Stage framework and the self-evaluation process to identify any gaps in provision and prioritise areas for future improvement.
- maintain a record of risk assessment for the premises and outings that clearly states it was carried out, by whom, date of review and any action following a review or incident

The effectiveness of leadership and management of the early years provision

The childminder has extensive experience of caring for other people's children. She provides a warm, caring and homely environment. Most required records to

promote children's health and wellbeing, and safeguard their welfare are maintained. However, written a risk assessment for the premises and outings is not in place. The childminder demonstrates an 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.

Resources are stored accessibly, creating an inviting environment for children to play and learn. The childminder promotes equality of opportunity and provides activities and resources that reflect diversity, giving children and their families a sense of belonging and of being valued. The childminder knows the children well and has a good knowledge of their individual needs, likes and dislikes. However, she has not as yet maintained any records of children's learning and development and does not specifically plan for their future development in line with the early learning goals. The childminder works closely with parents and other partners, such as schools which minded children attend. Parents comment that 'my child is so happy here' and highlight 'the love and affection' the childminder shows the children as an important feature of the service.

The childminder has begun to evaluate her provision and has started to identify the strengths and weaknesses of her service. She recognises the need to further develop her self-assessment systems and to ensure continuous improvement.

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

Children are happy and settled in the childminder's home. They show good levels of confidence and readily approach the childminder for help or a cuddle. Although a written risk assessment is not in place children do move confidently and safely around the home and garden because the childminder organises the space and resources well and ensures effective safety precautions are in place.

Children enjoy playing with the resources available, such as toy telephones, action figures and pretend food. Their play is enhanced by the selection of real life items that the childminder provides such as bunches of keys, mobile phones, lunch boxes and purses. Children use these resources to extend their imagination and understanding of how things work, for example using the keys to pretend to open doors and drive their sit and ride cars. Children use the rear garden for outdoor activities and enjoy fresh air and exercise as they use the wide assortment of toys such as slides, tents, balls and scooters. They particularly enjoy running up and down the ramp in the garden or driving their cars and wheeled toys down it.

Opportunities to promote children's knowledge and understanding of the world are maximised. For example, children learn about the local environment and people in their community as they visit local toddler groups with the childminder. A good range of books are available to promote children's early reading and language skills. Children have opportunities to develop their early writing and creative skills as they uses pens, pencils and crayons to draw and write.

The childminder knows the children well and is able to identify their individual likes

and dislikes and preferred activities and learning styles. However, although she does observe the children at play she does not record what children can do or plan for their individual next steps in line with the early learning goals. The childminder recognises the need to develop this aspect of her service. The childminder encourages children to learn to keep themselves safe indoors and out. For example, she teaches to not to push or hurt other children and the importance of road safety when out of the home. The childminder supervises the children well and ensures that they are never left in the care of un-vetted adults. Children enjoy frequent visits to parks and places in the local community. Their social skills and opportunities to engage in a wide variety of creative and challenging activities are further promoted through regular use of local toddler groups.

Children are helped to acquire basic hygiene skills through the use of effective hygiene routines, such as hand washing. Children are offered a range of healthy and balanced meals and snacks, and drinking water is readily available. The childminder works closely with parents to ensure children's personal care needs, such as sleeping, nappy changing and toilet training are met. The childminder has a clear understanding of the importance of the use of positive strategies to support children's behaviour. Children's personal, social and emotional development is fostered through the praise and encouragement they receive. They learn to share and take turns, and to be responsive to, and aware of, the needs of others.

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

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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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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