

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY405403                   |
| <b>Inspection date</b>         | 24/05/2010                 |
| <b>Inspector</b>               | Rebecca Elizabeth Khabbazi |
| <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.

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## **Description of the childminding**

The childminder was registered in 2010. She works together with another childminder, at her co-childminder's home. Her co-childminder lives with her two children aged 17 and 13 years old. The family live in a three bedroom house in a residential area of Sanderstead, in Surrey. All of the house is used for childminding. A garden is available for outdoor play. The family have a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working on her own, she is registered to care for six children under eight years old, with three in the early years age group. When working with her co-childminder they may care for a maximum of 12 children under eight, with six in the early years age range. The two childminders together currently have a total of 16 children in the early years age group on roll, seven of whom are in full-time education. They also care for four older children. Children attend for various days and times.

The childminder is a member of the National Childminding Association and the Croydon 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. Children are safe and well cared for in the welcoming, inclusive environment and make good progress in their learning. The childminder works closely with parents and has a good understanding of children's needs, which ensures she provides appropriate care. She works together with her co-childminder to continually monitor the service they provide. This ensures that any priorities for future development are promptly identified and the provision is responsive to the needs of the children who attend and their families.

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

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

- continue to develop knowledge and skills in relation to making observations and assessments of children's progress towards the early learning goals
- maintain an up-to-date knowledge of safeguarding issues and local policies and procedures
- update all relevant documentation as appropriate to reflect current childminding partnership arrangements

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

Children's welfare is effectively safeguarded. All of the required documentation that promotes children's health and well-being is in place, and most is up-to-date and well organised. 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. However, she has not yet attended a local child protection training course to ensure that she has an up-to-date understanding of safeguarding issues and local policies and procedures. The childminder and her co-childminder offer a welcoming and highly stimulating environment for children. Equipment and resources are of good quality and are used very effectively both indoors and outside to support children's learning and development.

The childminder works closely with parents to ensure she has a thorough understanding of each child's background and needs, so that equality and diversity is effectively promoted. Parents have access to a comprehensive range of information and policies and procedures, and are kept well informed about their child's day to day experiences and achievements. The childminder also works effectively with other providers where children attend more than one setting, ensuring that children experience continuity in their learning.

The childminder and her co-childminder have very high aspirations and a clear vision for future development. The childminder contributes to the rigorous monitoring of the provision, including making use of feedback from parents and children to review the setting. For instance, parents complete regular questionnaires and the childminders obtain feedback from children using innovative methods such as giving them disposable cameras to take photographs of their favourite things. Actions taken to develop the provision are well targeted and result in improved outcomes for children, for instance, the introduction of afternoon activities such as French lessons and 'fitness' sessions using a qualified instructor.

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

Children are happy and settled in the setting. Good quality interaction with the childminder and well organised routines help them feel safe and secure, and they flourish and grow in confidence in the well-equipped environment. Children adopt excellent hygiene routines when they wash their hands before they eat and when they come indoors from the garden, using the liquid soap and their own towel. The childminder makes sure she takes careful hygiene precautions when she changes nappies, which helps protect children from the risk of cross-contamination. Children benefit from well balanced meals and snacks prepared by the co-childminder. They learn about healthy eating when they help plant and care for vegetables in the garden, and begin to make healthy choices as they enjoy some banana at snack time. They enjoy a wide range of physical challenges outside in the well-resourced garden, and play outdoors every day as part of a healthy

lifestyle. They practise their skills and develop new ones as they run around or experience bouncing on the trampoline for the first time.

Children take part in a very good variety of activities and experiences that are tailored to their individual needs and interests. The childminder has a good understanding of children's needs and abilities. She supports her co-childminder in making assessments of children to ensure activities are stimulating and support their progress, but she is still developing her role in this area.

Children show very good levels of independence from a young age and show a strong sense of belonging at the setting, taking responsibility for helping water the vegetables they are growing in the garden or helping tidy away the toys. They quickly become familiar with expectations and daily routines, such as putting their shoes on and waiting for everyone to be ready before they go outside. Young children's language skills are fostered when they try new words or cuddle up for a story, and older children enjoy choosing their own books to read from the library. Children solve simple problems as they play, finding the triangle or circle to fit in the hole in the shape-sorter, or counting how many pieces of banana they have on their plate. They investigate what happens and when they pour, empty and fill containers with water in the garden, and explore the world around them during a trip to the park. Children use their imaginations as they make dinner in the role play kitchen, create models from play dough or when they join in with familiar songs enthusiastically as the childminder sings to them while they bounce on the trampoline. Children are well occupied and stimulated throughout their time with the childminder, and thoroughly enjoy their time in her care.

## 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

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|--|---|
| <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

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|--|---|
| <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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <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            | 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**

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| 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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