

Inspection report for early years provision

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Inspection date	15/09/2010
Inspector	Pamela Paisley
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.

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Description of the childminding

The childminder was registered in 2006. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her children aged 15 years and one of whom is an adult in East Croydon. The whole ground floor of the childminder's home is used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age group. She is currently minding four children on a part-time basis in the early years age range. She also cares for children aged over five years to eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is very motivated and organises her home to ensure that children are happy, have positive experiences and are well cared for in a secure environment where their safety is given high priority. Children individually benefit from a well planned, wide range of interesting and meaningful experiences which recognise their uniqueness. The childminder provides a warm and friendly environment in which good quality information about the children is shared with parents and she is aware of how to develop links with other settings children attend. The childminder effectively meets the needs of the children who attend and enables them to make good progress in their learning and development. She has taken active steps to self-evaluate and review all aspects of her provision to bring about further improvement to the service she provides.

What steps need to be taken to improve provision further?

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

- improve the range of resources that reflect positive images of culture, gender and disability
- ensure children practise regular fire drills to help them become familiar with emergency evacuation procedures
- develop observations and assessments in order to clearly identify children's next steps of learning

The effectiveness of leadership and management of the early years provision

The childminder has attended training courses related to child protection to ensure that her practice is underpinned by good and up-to-date knowledge of possible signs and symptoms of abuse and neglect. She is aware of the correct procedure

to follow should she have any concerns about a child in her care. The childminder has taken effective steps to evaluate the service she provides and has a good understanding of the strengths and weaknesses of her provision. Since her last inspection, she has obtained written parental permission to seek emergency medical advice or treatment and has devised and implemented a complaints policy and procedures for recording any complaints. The childminder intends to go on further training courses to enhance her knowledge and skills. Children get good encouragement from the childminder to participate in activities provided. She meets their individual needs well, making sure that each child is treated with equal concern. The childminder's home is very child centred and well equipped with good quality toys and resources that are highly appropriate for the children's stages of development and are readily available to encourage independence. The childminder works in close partnership with parents to ensure children achieve to the best of their ability. She shares information with them on a daily basis and gives them a detailed account of their children's day and activities they took part in. Parents have opportunities to contribute to their child's learning, for example, by sharing the assessment and recording of their child's progress. The childminder conducts thorough risk assessments to ensure children's safety within her home and on outings and there are effective safety devices fitted throughout her home to protect children from potential dangers. Well organised policies and procedures that are required for the safe and efficient management of the Early Years Foundation Stage are in place and are used to promote the welfare and care of the children.

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

The childminder has a good knowledge and understanding about how young children learn and develop. She provides an interesting, well-equipped and welcoming environment where children can play, learn new skills and make good progress in all areas of their learning and development. The childminder knows the children well and takes their interests into account when planning activities. The childminder uses observations and assessments to ensure children's individual needs are effectively met when planning activities, although she has not yet fully developed a system to clearly identify children's next steps of learning. Children enjoy using their imaginations in role play and sometimes take on family roles or those of familiar people in the community, like doctors and nurses. Children enjoy many creative activities such as drawing, painting and arts and crafts. They have great fun exploring with different textures and malleable materials such as play dough. Children go on a wide variety of outings throughout the week. They are beginning to form good friendships as they visit stay and play groups, children centres and the local library for rhyme time. They enjoy going to exhibitions and also have fun at indoor play areas. They are developing good personal skills as they feed themselves at meal times and put on their own coats and shoes. Children are learning mathematical concepts as they count objects and draw different shapes and they are beginning to learn how to add numbers together. They are learning problem solving skills as they complete puzzles, play number and shape games.

Children are beginning to recognise letters and numbers in print and some children have started to write their own names. The childminder ensures that she has meaningful conversations with them and reads to them throughout the day to promote their language. Children are becoming confident communicators and have good conversations with each other as they play. Children are developing a growing interest in books which are readily available so they can help themselves. Children concentrate well as they sit and turn the pages and delight in trying to tell stories to each other by using the pictures in books to help them. Some of the children are bilingual and often share their language with each other. The childminder has also taught the children words and songs in her home language. Children are gaining a good knowledge and understanding of the world. They enjoy learning about living things as they grow daffodils in the childminder's garden and often go for walks to local shops. Children show great interest in investigating the role of a policeman, doctor, nurse and postman. Children celebrate a number of festivals during the year, giving them good opportunities to learn about different cultures and beliefs. They have good access to programmable toys and are able to use suitable programmes on a laptop to support their learning, although have limited access to resources that reflect positive images of culture, gender and disability. The childminder talks to the children about road safety and the dangers of running around indoors, although children do not practise regular fire drills to help them become aware of emergency evacuation procedures. Children eat healthy meals which the childminder prepares each day to make sure they benefit from fresh foods. They are offered fresh fruit and vegetables throughout the day. Menus are shared with parents to give them information about meal choices. Children have good opportunities to take part in physical activities. The childminder makes good use of her garden so that children can take part in obstacle races and regular visits to parks means that they can use climbing frames, swings and slides. Their fine motor skills are being developed through using paint brushes, crayons and different tools with play dough.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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	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:	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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