

## Inspection report for early years provision

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<b>Unique reference number</b>	EY281417
<b>Inspection date</b>	20/09/2010
<b>Inspector</b>	Rebecca 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.

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 2004. She lives with her husband and teenage son. The family live in a three bedroom maisonette in the centre of Warlingham, in Surrey. The downstairs of the home is the main area used for childminding. Access to the premises is via an exterior staircase. There is no garden but the childminder visits local parks on a daily basis.

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 four children under eight years old, three of whom can be in the early years age group. There are currently five children under eight years on roll who attend on a part-time basis; three of whom are in the early years age range. The childminder also cares for older children.

The childminder has a relevant childcare qualification. She is a member of 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. Children are safe and well-cared for in the welcoming, inclusive environment. Good relationships with parents ensure that children's needs are met and they make good progress in their learning, given their age, ability and starting points. The childminder regularly reflects on the service she provides and identifies priorities for improvement. This ensures 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:

- ensure observations clearly link to next steps identified for children, and that next steps are regularly monitored and reviewed in order to track 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 thorough understanding of her responsibilities towards the children in her care. She has completed safeguarding training and knows what steps to take if she has concerns about a child. Most of the required documentation that promotes the health, safety

and well-being of minded children in is place. The childminder has discussed all arrangements for the care of the children with their parents, but they have not all been asked to provide their written permission for her to seek medical advice or treatment for their child in an emergency, as legally required.

Good use is made of resources at the setting. The home is well organised with space to play and children have easy access to a wide variety of toys and play materials that are suitable for their age and stage of development. The childminder works closely with parents to ensure she is familiar with children's background and needs, so that equality and diversity is effectively promoted. Parents are kept well informed through feedback sheets and daily discussion, and they have access to clear information about the provision through written policies and procedures. The childminder is also aware of the need to work in partnership with other providers where children attend more than one setting. She makes use of local training opportunities and links with other providers to keep up to date and evaluate her provision. Actions taken are well-targeted to improve outcomes for children, for instance adding additional resources to the 'I.T box' to support children's development of skills for the future.

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

Children are confident and settled in the childminder's home. They move safely around the home as the childminder makes careful risk assessments and reviews these when changes occur, such as when children become more mobile. Children adopt simple good hygiene routines when they wash their hands before they eat, using liquid soap and paper towels, which helps reduce the risk of cross-infection. Children benefit from healthy meals and snacks that take into account their nutritional needs, and enjoy their favourite rice cakes for a mid-morning snack. They go out in the fresh air every day as part of a healthy lifestyle, and have fun in local parks where they practice their existing physical skills and learn new ones.

Children benefit from a balanced routine and take part in a wide variety of activities and experiences across all areas of learning. They have good relationships with the childminder, who knows them well and is warm and attentive to their needs. She makes frequent observations of children's achievements but records do not always show how these are clearly linked to next steps, followed up and reviewed, in order to track progress towards the early learning goals.

Children grow in independence as they help themselves to toys and play materials, and develop their social skills at local playgroups. They enjoy sharing stories and choosing books at the library, and the childminder fosters their early language skills when they share conversations and she encourages them to try new words. Children solve simple problems through every day routines, such as counting the steps on the way up the stairs, doing puzzles, or matching colours. They explore the world around them during walks in the park or a visit to the farm, and when they plant seeds, water them and watch them grow. Children use their imaginations when they draw and make things, dress up, or dance to music. They

are well occupied throughout the day and thoroughly enjoy their time with the childminder.

## 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

<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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</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

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

<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	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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