

Inspection report for early years provision

Unique reference number	EY334012
Inspection date	22/09/2010
Inspector	Pamela Paisley
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 2006. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two children aged 11 and seven in, Addiscombe within the London borough of 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 family has two cats and a hamster. The childminder is registered to care for a maximum of five 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 six 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 childminder is a member of the National Childminding Association and member of Croydon's Children Come First Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well and the childminder organises her home to ensure that all children can take part in the activities she provides. There are effective links with parents to help them be involved in their child's care and education. The childminder is committed to improving the service she provides by going on relevant training courses to enhance her knowledge and understanding of the Early Years Foundation Stage. Children are cared for in a stimulating and creative environment that encourages independence. As a result, children are making good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- 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. She has robust safeguarding procedures in place to protect children. In this way, she ensures that her practice is underpinned by a good and up-to-date knowledge of the possible signs and symptoms of abuse and neglect. Since the last inspection the childminder has improved her record keeping and has devised a written procedure for dealing with complaints and updated her childcare knowledge. The childminder has also completed an NVQ 3 in child care and attended various courses to enhance her knowledge and skills. There is an extensive range of

policies and procedures in place which are required to promote the welfare and care of children, including procedures for lost and uncollected children. They are shared with parents and regularly reviewed. Thorough risk assessments are carried out by the childminder to protect children from potential dangers. Appropriate safety equipment is used according to the age and needs of the children attending, such as socket covers, safety gates, door stoppers and cupboard locks. The childminder has built good links with other provisions where the children attend to ensure continuity of care and education. Partnerships with parents are well established and parents are encouraged to share what they know about their child, particularly when children first start attending. The childminder gives parents detailed information about their child's day and parents are fully informed about the childminder's role and the care that is provided. The childminder has a good knowledge of each child's background and individual needs and children use an extensive range of toys and equipment that are of good quality and safe. Children access resources independently and equipment is kept clean, in a good state of repair and is regularly checked for safety by the childminder.

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

Children are happy and settled in the childminder's care and have a positive attitude to learning. They take part in a broad range of purposeful and developmentally appropriate indoor and outdoor activities which provide good levels of challenge appropriate to their age and stage of development. The childminder has a good knowledge and understanding of the learning and development and welfare requirements. The childminder uses observations and assessments to guide her in making sure children's individual needs are met effectively, although she has not yet fully developed a system to identify and plan children's next steps of learning. Children are learning the importance of physical activities in maintaining a healthy lifestyle. They regularly visit indoor soft play and adventure play areas where they can crawl through tunnels and use slides, swings, rope bridges and climbing frames at local parks. The childminder utilises her garden well so that children can have easy access to a trampoline, pedal cars, scooters and skipping ropes. Children have good opportunities to play their favourite board games such as hungry hippos, build a beetle, guess who and my first operation. Children enjoy making fruit kebabs, icing cakes and making jam tarts for tea. Children thoroughly enjoy dressing up in various outfits and pretending to be doctors and nurses. Children enjoy listening to stories told by the childminder. Books are very accessible and creatively displayed in different rooms where children can relax on soft furnishings to read or look at books of their choice. Children choose books from the library and are becoming confident communicators as they learn new words through the use of a karaoke machine which encourages them to use a microphone and sing along to songs. Older children attempt to write their own stories about what they have done at school. The childminder has introduced fire drills so that children become familiar with emergency evacuation procedures and children practise road safety when on outings and to and from school.

Children are developing good problem solving, reasoning and numeracy skills as they complete puzzles and work out how to build towers using the same colour bricks. They are becoming familiar with names of numbers and can recognise them in print. Through singing action rhymes and songs and learning how to count in sequence children are gaining a good insight into mathematical concepts. Children learn about healthy eating as the childminder talks to them about the benefits of eating foods that are 'good for you', for example, fresh vegetables and fruit are provided on a daily basis and the childminder works well with parents to ensure children's individual dietary needs are met. Children are learning the benefits of good hygiene practice because the childminder explains the importance of washing their hands to help maintain good health. Children are becoming increasingly independent in response to the childminder's encouragement to make choices and decisions about choosing and helping themselves to drinks, snacks and serving and feeding themselves at meal times. They are developing good social skills as they mix with other children at toddler groups, children centres, kids' caf-s, soft play areas and the library for rhyme time. Regular visits to museums increase children's understanding about the world around them. They are able to learn about animals from around the world and mini beasts. Reference books are readily available and there is good access to resources that reflect positive images of culture, gender and disability. Children help to look after the childminder's pet hamster and have grown their own watercress and flowers. Children are able to explore and experiment with programmable toys such as electronic laptops and activity centres to support their learning.

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
------------------------------------------------------------------	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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