

## Inspection report for early years provision

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<b>Unique reference number</b>	124256
<b>Inspection date</b>	11/10/2010
<b>Inspector</b>	Denys Rasmussen
<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 1997. She lives with her partner and 16-year-old son. They live in the London Borough of Croydon, close to local amenities and transport links.

The whole of the ground floor is available for childminding. Bathroom facilities are on the first floor. There is a back garden for outside play.

The childminder is registered to care for a maximum of three children at any one time and currently has two children in the early years age range on roll. She attends local amenities, including toddler groups and parks on a regular basis. The childminder is registered on the Early Years and the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The enthusiastic and caring childminder has successfully created a stimulating and welcoming environment where children's welfare and learning is well supported. Systems to evaluate practice are effective in supporting the childminder to improve standards and make further progress based on what she has accomplished so far. The childminder reflects on what she provides and adapts her provision in order to meet the needs of the children who attend. The children receive effective continuity of care and the support they need because of the good relationships fostered with the parents. Children are well safeguarded and are able to play in a safe and secure environment because of the childminder's effective procedures and professional approach.

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

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

- develop resources and activities to reflect the diversity of children and adults, that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

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

The childminder's robust risk assessment procedures both indoors and outdoors ensure children are able to play safely. The childminder has attended safeguarding training and has plans to attend further training which has ensured she



understands her responsibility and legal duties with regards to child protection issues. She ensures the appropriate checks are completed on any person aged over 16 who lives in her household to protect the children she cares for. Children practise fire evacuation to learn how to leave the premises quickly and safely and the childminder's effective policies and procedures work very well in practice to ensure children are able to play in a safe, healthy, secure and stimulating environment.

The childminder is clear about her strengths and weaknesses and adapts and improves her practice after discussion with the children's parents. She provides support to enable all the children in her care to participate in all she offers and recognises each child as an individual, giving support or challenge where needed. The childminder is very organised and has all the required documentation in place, which is rigorously maintained.

The childminder works well with the parents of the children in her care, listening carefully to their concerns about their children and respecting their wishes in the care of their child. The effective two-way flow of information, which is both written in a contact book and daily discussion, ensures consistency of care for each child. The childminder has in the past liaised with teachers from the children's school to support them in their literacy and numeracy skills. She is more than willing to liaise with other settings and professionals to support the children in her care if the need arises. Parents comment that the children have fun with the childminder and are settled and content. They appreciate the activities and toys the childminder offers their children and are happy that their children are progressing well.

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

Good assessment and planning systems support the childminder to provide a relevant learning environment which is tailored to the children in her care. She uses her observations of the children, linking them to the early learning goals to plan for future learning. She gains detailed information from parents about children in their 'all about me' document and uses information from parents to understand the children's current interests to plan their day. For example, she planned a day trip to the park to feed the ducks when the parent told her their child currently likes to do this.

The childminder puts a great deal of effort into gaining the children's trust and close relationships are evident. The childminder is very responsive to the children anticipating their needs; cuddling and reassuring when necessary. The children's self-esteem and confidence are promoted well in response to the childminder's praise and encouragement. This helps them to feel safe and secure. . The childminder helps the children to develop an understanding of dangers and how to keep themselves safe. For example, they know how to evacuate the premises quickly and calmly because they practise this with the childminder and know it is safer to cross the road at the crossing because the childminder encourages this.



The childminder ensures that being physically active is an important part of the children's everyday routine, they walk every where and play games such as 'beat the bus' to see how far they can get home or to school before a bus goes past. The children understand that exercise makes them strong and promotes their skills such as running to improve their football skills. The childminder encourages the children to make healthy choices by providing them with a choice of healthy snacks and meals and help them understand that eating too many biscuits and sweets is not good for them. The childminder protects children's health well by implementing effective policies and procedures and by gaining detailed information about their individual needs. Children adopt healthy hygiene habits such as washing their hands appropriately and throwing their tissues in the bin after wiping their nose.

The childminder encourages the children's love of books by reading to them often and talking to them about their favourite books. The childminder supports the children's language skills well through conversation, reading and songs and by responding positively to the children's gestures. The childminder encourages mark making by providing a good variety of creative media such as paint, pencils and stickers and providing the resources for children to participate in meaningful activities such as writing a letter and putting it in an envelope for the childminder. When planning an activity the childminder takes into account the needs and abilities of the children and adapts them accordingly. She does not gender stereotype her play resources but encourages both boys and girls to participate in all the activities on offer. There are some positive images within play resources to promote positive attitudes to diversity, however this is rather limited. Children's creativity is nurtured by accessing art and craft materials to make their own creations and by the resources and experiences the childminder provides to spark imaginative play. Children are relaxed and 'at home' interacting confidently with the childminder and busily engaged in stimulating activities.



## 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	3
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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