

Inspection report for early years provision

Unique reference number	EY407145
Inspection date	03/11/2010
Inspector	Angela Ramsey

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 April 2010. She lives with her husband and two children aged 17 and 15 years. They live in a five bedroomed house in the London borough of Croydon. Children have access to the ground floor of the property and garden.

The childminder is registered to care for a maximum six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. The childminder is currently caring for three children in the early years age range. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's good knowledge of the Early Years Foundation Stage ensures children's learning, development and welfare needs are promoted well overall. The play room is organised to enable children to self select resources. Children are cared for in a safe and homely environment. Through effective communication with parents all children's needs are met overall. The childminder has started to identify some aspects of her provision that she is planning to develop. She views training as important and is due to attend courses to further enhance her knowledge of child development. Children make good progress in their learning and development in relation to their starting points. This is due to the fact that the childminder plans and provides a tailored learning environment to meet their individual needs.

What steps need to be taken to improve provision further?

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

- develop the use of observations and assessments to further promote children's learning across all areas of development
- develop self-evaluation systems to identify strengths and areas for improvement .

The effectiveness of leadership and management of the early years provision

Safety measures are in place to keep children safe. For example, electrical socket covers, stair gates, a fire blanket and smoke alarms are in place. Fire drills are practised with the children. Records of risk assessments are completed for both

the childminder's home and for outings. The childminder is aware of the process in place to protect vulnerable children and of the Local Safeguarding Children Board's procedures. She is aware of the signs and symptoms of abuse and the appropriate action she is expected to take in order to protect children. The childminder has started to evaluate her service by completing Ofsted's self-evaluation form. This will enable her to identify areas within her service that require improvement. She has attended mandatory training and she is keen to improve her knowledge of childcare initiatives.

Good relationships with parents have been established. Parents are provided with daily verbal feedback about their child's day. In the playroom the childminder has displayed information about her service. Her registration certificate, public liability insurance and training certificates are available to be viewed by parents. The childminder is aware of the need to build effective partnerships and of the need to liaise with other providers if children attend other settings who use the Early Years Foundation Stage Framework.

The childminder's home and garden are well organised. The playroom is well presented with displays of children's work, alphabet and number posters and photographs of the children engaged in activities in the childminder's home and when at childminding groups.

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

Children are settled, happy and well supported in the childminder's care. This enables children to progress well towards the early learning goals. A varied range of planned, purposeful play both in and outdoors is provided and helps children to be active learners. The childminder interacts with the children, for example she sits on the floor and reads to the children. Young children enjoy this and look at the pictures in the books. Children are creative as they play musical instruments the childminder sings nursery rhymes as the children tap their tambourines. Colourful interactive toys enable children to practise their physical skills. They press buttons and watch to see what happens next.

Opportunities for children to learn about the wider society and other cultural backgrounds are also included. For example, resources that reflect positive images are provided in the form of books which depict illustrations of people of various cultures, disabilities and gender. Recently the children have been involved in Black History Month through attending various activities at the local library. Children are developing a healthy interest in books. Children take part in the book start book crawl at the local library. The childminder takes the children to the library. The children are rewarded with stickers and then awarded with a certificate. Children have enjoyed listening to the story of 'Anansi the Spider' and 'Handa's Surprise'. Frequent visits to a local park provide opportunities for children to practise their large motor skills as they climb, run and play on the apparatus.

The childminder is developing a system that records children's progress by the way

of observations and assessments of what the children can do. Photographs are used to illustrate the learning opportunities offered to children. Generally the observations are well written and linked to the early learning goals and children's next steps are planned for. The childminder is due to attend further training with regards to the Early Years Foundation Stage and will use the knowledge to improve the recording of children's observations.

Children are kept safe and healthy as the childminder has clear systems in place to meet their needs. While on their way to outings young children are strapped into their buggies. Older children are also taught the importance of road safety.

The childminder provides healthy and nutritious meals and snacks for children. Young children are offered drinks at regular intervals. The childminder helps children to develop a positive sense of self. She achieves this by ensuring that she is aware of their individual needs. Children behave well; lots of positive praise develops children's confidence and boosts their self-esteem. Consequently, children feel valued as individuals and thrive within the homely and caring environment.

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