

Inspection report for early years provision

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Inspection date	12/08/2010
Inspector	Gilliam Cubitt
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.

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 registered in 1997. She works in partnership with her husband who is also a registered childminder. They live with their family of seven children in a house in Sanderstead; two of their children are under the age of 8 years.

The childminder's home is close to local shops and parks. There are public transport links as well as parking facilities immediately outside the house. Children have the use of all downstairs rooms and some bedrooms and there is a rear garden.

The childminder is registered on the Early years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children when working alone and nine children when working in partnership with her husband. The childminder is registered to care for children overnight.

The childminder is part of the Croydon Childminder's Network. She takes and collects from local schools such as Regini Coeli, Ridgeway and Laleham Lee. She also collects from local nurseries and preschools. The childminder works term time only.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development. They benefit from positive relationships with the childminder and her husband who work in close partnership providing an inclusive family environment for all. The childminder understands her role and responsibilities and how to support children's learning using the Early Years Foundation Stage and working effectively with parents and others. She self reflects on how to make improvements and has just started to record these. Her commitment for continuous improvement is shown through her on-going training, which helps her improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure fire blanket is installed in line with the manufacturer's recommendations
- review policies to ensure that the procedures are clear for both parents and practitioners

The effectiveness of leadership and management of the early years provision

Children's welfare and development needs are met well. They are fully protected because the childminder is well informed about child protection issues in line with the Local Safeguarding Children Board procedures. Although her policy lacks some clarity she ensures that parents fully understand her responsibilities to protect children at all times. The childminder is conscientious in her organisation of her provision. She works in close partnership with her husband and they share roles and responsibilities; for example, whilst her husband prepares lunch for the children she engages the children in play activities in the play room to keep them safe. The comprehensive risk assessments for the home and outings together with regular practised emergency evacuation procedures also help to ensure that children are kept safe. However, the fire blanket in the kitchen is not appropriately installed for immediate access to prevent fire from spreading. All required documentation is in place and well maintained.

The childminder's home is well organised. The playroom has many resources, posters and pictures that provide children with opportunities to develop their independence skills when making choices about their play and to learn about diversity. The childminder involves children in annual festivals from around the world as well as those at home, such as children's birthdays and Christmas celebrations.

The childminder has an outstanding close partnership with parents. This helps children to settle quickly and have their progress jointly monitored. Excellent information is provided about the childminder's practice, including daily diaries that follow children's routines and progress. Effective links are also established with local schools to ensure continuity in children's learning.

The childminder demonstrates a consistent desire to make changes to her setting in order to continually improve outcomes for children. She has addressed the recommendations from the last inspection and identified areas for improvement, such as replacing the garden fence. Her on-going training programme and links with the local childminding network provides her with up to date knowledge on childcare provision.

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

Children make good progress in all areas of their learning and development because the childminder observes them closely and plans activities with care. She identifies children's achievements and uses the information to assess what they need to do next to make progress. Daily routines include a good balance of adult-led and child-centred activities and include both indoor and outdoor activities covering the six areas of children's learning.

Children show confidence as they explore play resources in the childminder's home. This shows they feel safe and secure in their environment and the daily established routines. They happily explore their play environment, making choices about what they want to play with whilst being reassured that the childminder is always ready to join in and support their play. The childminder is skilful at using every day routines and activities to extend children's counting skills and helps them to learn colours, numbers, letters and shapes; for example, children become excited when they find a caterpillar on the broccoli and then enjoy the story of the Hungry Caterpillar, counting the days as well as observing the different shapes and colours of the leaves and caterpillar. All this gives extra meaning to their learning. Children enjoy matching and sorting activities and exploring with cause and effect toys. They show pleasure when they complete an activity, such as a puzzle, which shows their ability to problem solve. The childminder chats to the children and takes time to listen to their responses, encouraging their language and thinking skills. She listens with interest to what children say so that she can share these with others who work with them; for example, the childminder shares information with a child's teacher when the child showed fascination when looking at a spider's web. As a result, the teacher included this into the teaching programme. The well resourced book area and trips to local children's centres encourage children's enjoyment of listening to stories and learning new words through songs. Children use their imagination through regular craft activities and playing with small world toys. They enjoy experimenting with different textures, such as warm spaghetti and 'gloop'. They participate in outings to specialist children's activity centres; where babies enjoy the sensory room, absorbing the gentle lights and sounds; whilst older children challenge their physical skills through climbing and balancing, knowing that the childminder is always nearby to encourage and support them.

Children's welfare is supported through the maintenance of a high standard of hygiene and cleanliness in the home. Children play and eat in clean, bright surroundings and younger children have their own high chairs for comfort. Safety gates prevent children access to the kitchen and the front door has a high lock. Children look forward to their meals which are home-cooked and nutritious. They learn good personal hygiene habits through gentle reminders at meal times. Provision is made for children to rest and have access to regular fresh air and exercise. Children behave well and warmly relate to the childminder, their peers and the childminder's family. Positive behaviour is actively encouraged by the childminder, who supports them through praise and encouragement and by allowing them to develop good independence.

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	1

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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