

Inspection report for early years provision

Unique reference number	EY399207
Inspection date	04/11/2010
Inspector	Pamela Paisley

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 2010. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband, adult child and grand child in Thornton Heath, within the London Borough of Croydon. The whole ground floor and two rooms on the first floor of the childminder's home are used for childminding. There is a fully enclosed garden available for outdoor play. The family has a cat. The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of which may be in the early years age group. She is currently minding four children on a part-time basis in the early years age range. She also cares for children aged over five years. The childminder 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 works in close partnership with parents to ensure that children achieve to the best of their ability given their starting points and capabilities. The childminder makes the best use of her time to support children and she uses the space and resources in her home well to meet the individual needs of children who attend. The childminder provides an inclusive and welcoming environment where children are making good progress in their learning, supported by documentation in most areas. Children are motivated and take part in a wide variety of developmentally appropriate indoor and outdoor activities, which provide good levels of challenge. The childminder is committed to bringing about sustainable improvement to her provision to ensure that her practice has a positive impact on children's progress towards the early learning goals.

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
- obtain written parental permission for taking children on outings and on all types of transport.
- improve the range of resources that reflect positive images of disability.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder clearly understands her role and is fully aware of the procedures to follow should a concern arise. The

childminder carries out thorough risk assessments to minimise potential dangers. Appropriate safety equipment such as socket covers, safety gates and cupboard locks are fitted throughout her home to protect children. Well presented policies and procedures are in place that promote the welfare and care of children; they are shared and discussed with parents so that they are aware of the service provided. Partnership with parents is well established. They are encouraged to get involved in their children's learning and development through discussion with the childminder. They have opportunities to exchange information about their children on a daily basis. The childminder completes a daily diary for each child in her care, which she shares with them. Parents are kept up to date about their children's achievements and progress and are fully informed of the childminder's child care practices. Parents have given positive feedback regarding the service the childminder provides. She liaises with other provisions delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care. The childminder has good links with other childminders. They liaise on a regular basis to share their knowledge and skills and support each other in providing good quality childcare. The childminder has started to evaluate the service she provides to improve the outcomes for children and she intends to go on several training courses to enhance her knowledge and skills. Children are able to participate fully because activities are thoughtfully adapted to meet their needs. The childminder is strongly committed to inclusion and enthusiastic about undertaking relevant training to support children. The childminder carefully selects toys, play materials and equipment to ensure they are of good quality and suitable for the ages and stages of development of the children in her care. Children benefit from playing in a child-centred environment with resources organised so that they can access them independently and safely.

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

Children are very happy and settled in the childminder's care. They take part in a broad range of stimulating activities and experiences that promote all areas of their learning and development. The childminder has a good knowledge of child development and how children learn and develop, although she has not yet fully developed a system to clearly identify children's next steps of learning. The childminder makes good use of her garden so that children can take part in physical activities. They have good access to a trampoline and are able to use pedal cars. Children regularly visit local parks where they can play ball games and go on swings and slides. The childminder organises the space within her house well so that younger children who have just started walking have enough space to practice taking steps. Children are learning about diversity through discussions with the childminder, although they have limited access to play materials and resources that reflect disability. Children take part in celebrating various festivals and celebrations throughout the year and recently took part in celebrating Black History Month at a childminding group. This gave them the opportunity to taste foods from around the world. Children are beginning to learn about the use of technology through electronic activity centres and laptops. Clear procedures are in place to protect children from cross-infections and well established hygiene

routines help to maintain good health, such as, individual bedding and towels, and they are helped to understand that washing their hands before meals helps keep them healthy. Children are beginning to count in sequence and recognise numbers in print. Puzzles are readily available to help develop their problem solving skills.

Children are learning to keep themselves safe as the childminder talks to them about road safety on their way to nursery school, although written parental permission for outings and taking the children on transport has not been sought. Children are encouraged to feel valued and important because the childminder actively listens to them and gives them her full attention when they try to communicate with her. She ensures that she continually engages in conversation with the children so that they are hearing language all the time. The childminder provides daily opportunities for children to share and enjoy a wide range of rhymes, music and stories and they have access to crayons and pencils for mark making and drawing. Children have a regular chance to socialise with other children of a similar age and are beginning to form good friendships as they attend toddler groups and stay and play sessions. They regularly visit the local library for rhyme time and have a chance to borrow books. Children eat healthily and the childminder ensures that fresh fruit and vegetables are part of their daily diet and their individual needs are taken into account. She makes sure that children experience different tastes such as meals from various cultures. Children are developing a growing independence as they select their own play materials. They are becoming confident in putting on their own shoes and outdoor clothing and are becoming confident in managing their own personal hygiene.

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	1
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

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