

Inspection report for early years provision

Unique reference number	403718
Inspection date	17/02/2011
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 August 2001. 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 adult children in Addiscombe within the London Borough of Croydon. The whole ground floor and one bedroom on the first floor of the childminder's home are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered to care for a maximum of six 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 four children on a full time and part time basis in the early years age range. She also cares for children aged over five years to eight years.

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. Their individual needs are met well and the childminder organises her home to ensure that all children can take part in the activities she provides. Most resources and play materials reflect positive images and help children develop skills for the future. Children are cared for in a stimulating and creative environment that encourages independence. There are effective links with parents to help them be involved in their child's care and education and most required policies and procedures are in place. 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.

What steps need to be taken to improve provision further?

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

- obtain written parental consent for taking children on outings
- improve the range of play materials and resources that reflect positive images of culture and disability and provide for more opportunities for children to find out about and identify the uses of everyday technology to support their learning.

The effectiveness of leadership and management of the early years provision

Most policies and procedures are in place that are required to promote the welfare and care of children, and they are shared with parents and regularly reviewed, although the childminder has not yet devised a procedure to be followed, in the event of a parent failing to collect a child and written permission for taking children

on outings is not yet in place. The childminder has attended training courses related to child protection. In this way, she ensures that her practice is underpinned by a good and up-to-date knowledge of safeguarding procedures to protect children. There is a good range of toys and equipment that are safe and of good quality. They support enjoyable activities that stimulate and challenge, in ways appropriate to the needs of the age range of children attending. Children access resources independently and equipment is kept clean, in a good state of repair, and is regularly checked for safety by the childminder. Partnerships with parents are well established and parents are encouraged to share what they know about their child, particularly when they first start attending, to ensure that their individual needs are met effectively. 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 uses questionnaires to seek parents' views about the service she provides. The childminder has built good links with other provisions that her minded children attend, to ensure information is regularly shared and used to promote children's achievement and well-being. Since the last inspection the childminder has made improvements to her record keeping to ensure she keeps an accurate record of children's attendance. The childminder has developed systems to evaluate the service she provides and plans to complete relevant training courses to enhance her knowledge and skills. 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 and stair gates. Inclusive practice is promoted well so that all children's welfare needs are met and all achieve as well as they can.

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and makes sure that she plans for children's next steps of learning. Children are cared for in a calm and welcoming environment where they enjoy making choices about their activities. The childminder ensures that children understand the need to share and how being kind to each other prevents children from being hurt. Children behave well in response to praise and encouragement and the childminder rewards them with stickers for doing something well. The childminder has a good understanding of children's individual needs and provides a wide range of activities and experiences that enable them to make good progress in their learning. Children are beginning to make positive relationships as they mix with their peers at stay and play and toddler groups and have good opportunities to take part in rhyme time at the local library. Children are becoming very independent as they help themselves to play materials, and they tidy up and put away toys with great enthusiasm. They are confident in trying new activities and talk to each other as they play. Children enjoy exploring and experimenting with

colours as they draw and paint. They have good opportunities to make and use modeling dough and have good access to sand and water play. Children use a wide range of different materials and textures to make collages, pictures and models and have great fun listening to music, and singing nursery rhymes. The childminder is aware of each child's individual dietary needs and ensures that they are met. Children's health is promoted by a wholesome, nutritious and balanced diet. Meals are freshly prepared using fresh fruit and vegetables, which encourages healthy eating.

The childminder's home is organised well, creating a child friendly environment that enables children to explore and take risks and children practise regular fire drills to help them become familiar with emergency evacuation procedures. Books are easily accessible in low level storage units so children can help themselves. Children are becoming familiar with characters in their favourite books, and show an understanding of the elements of stories, such as the sequence of events and openings and endings. Children are beginning to use mathematical language as they sing number songs. Their problem solving and reasoning skills are being developed through good access to puzzles, sorting bricks into colours and using threading beads. Children are beginning to count in sequence and recognise numbers in print. Children build and construct with a wide range of construction materials, and have access to programmable toys but have less opportunities to find out about and identify the uses of everyday technology to support their learning. The childminder uses books to help children learn about different cultures and beliefs. They have good opportunities to celebrate different festivals and events throughout the year, although have limited access to play materials that reflect positive images of culture and disability. Children are learning about living things as they visit farms where they can learn about the habitat of animals such as pigs, lambs, sheep, rabbits, guinea pigs and horses. Children have visited a number of museums, helping to increase their knowledge about the natural world. Physical activities are part of their daily routine and children often visit parks and indoor play areas where they can use a wide variety of large play equipment such as climbing frames, swings and slides to promote their physical development. There is good access to the childminder's garden for ball games, scooter and bike rides.

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

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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

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