

Inspection report for early years provision

Unique reference number	EY217092
Inspection date	15/03/2011
Inspector	Sandra Jeffrey
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 was registered in 2002. She lives with her husband and three children aged 16, 13 and 10 years old. The family live in a four bedroom house in a residential area of South Croydon. The downstairs of the home is used for childminding and there is a fully enclosed garden for outside play. The family have two rabbits and fish as pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years, three of whom can be in the early years age group. There are currently three children attending in the early years age range. 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.

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The childminder effectively meets the needs of the children who attend and enables them to make good overall progress in their learning and development. Children individually benefit from a well planned, wide range of interesting and meaningful experiences which recognise their uniqueness. The childminder has a positive approach to inclusion, providing an open and welcoming service. Secure working partnerships with children's parents helps the childminder to support each child's individual needs. The childminder reflects on her practice and is able to recognise her strengths and areas for improvement, resulting in a setting that is responsive to all users needs.

What steps need to be taken to improve provision further?

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

- extend systems for making assessments of children's progress so that observations are used to plan relevant learning experiences for each child
- obtain and become familiar with guidance on local safeguarding children procedures and details of whom to contact if concerned about a child

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities with regard to child protection issues, and the steps to take if she has concerns about a child in her care. All adults in her home are suitably vetted, she has attended training in this area and has a Safeguarding policy in place. The childminder's home is well

organised so that children can independently access a wide range of good quality toys and resources. Effective risk assessments ensure that children are safe in the home and when on trips. The childminder regularly checks toys and equipment to make sure that they are safe. Suitable fire safety precautions are in place, including smoke alarms and a fire blanket. Emergency evacuation drills are carried out with the children, supporting their understanding of what to do should there be a real emergency. Children's health and welfare are promoted well and the childminder has an up-to-date first aid certificate. The childminder has a clear vision for the future and is enthusiastic and committed to continual development of her knowledge and skills within the Early Years Foundation Stage framework.

The childminder has good relationships with parents. They have access to all relevant information about the setting including policies and procedures, and are kept fully up to date with their child's progress through daily two-way communication. Questionnaires are provided by the childminder for parents to complete, those sampled as part of the inspection process, evidenced that parents are very happy with the service provided. The childminder is also aware of the need to work in partnership with other providers where the children attend more than one setting.

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

Children are cared for in a welcoming environment. They move freely and safely around the areas accessible to them because the childminder has effective safety precautions in place and supervises children closely at all times. Children feel secure and respond positively to the individual attention they receive from the childminder and show a strong sense of belonging as they independently select toys to play with. For example they enjoy playing with the tea-set, 'making pancakes' for the childminder to eat. They learn how to keep themselves safe, with good support from the childminder and effective use of house rules and boundaries. For example, they are reminded to sit down when eating biscuits so that they do not choke. Children play and relax in a clean and tidy home, where good hygiene practices are in place promoting their health and welfare. Children also enjoy playing outside in the garden and going on outings to local parks and woods as part of a healthy lifestyle.

Children are confident and settled in the childminder's home. They take part in a good variety of activities and experiences based on their interests and needs; both at the childminders and at the groups that they regularly attend. Children clearly enjoy their time at the setting and are encouraged to form good relationships with each other, as a result, this builds the children's confidence. The childminder supports children of different ages and encourages them to play together, with gentle reminders to share the toys; consequently children's behaviour is good. Children develop well in their early language and literacy skills as they are actively encouraged to join in conversations with the childminder when playing. They are encouraged to think about what they are doing and to predict what will happen next, when enjoying a story, for example. The clearly childminder knows the

children well. She makes regular observations of their achievements, but has not yet fully developed a system for using these to plan experiences that build on children's knowledge and skills. Children are given good opportunities to learn about the world around them, through a selection of well planned activities. They are encouraged to respect differences and to show consideration for others, as they talk about different cultures and abilities within the local community, for example.

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