

## Inspection report for early years provision

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<b>Unique reference number</b>	124748
<b>Inspection date</b>	22/03/2011
<b>Inspector</b>	Angela Ramsey

<b>Type of setting</b>	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 has been registered to care for children since October 1998. She lives with her three children aged thirteen, nineteen and twenty four years in a three bedroom house in the London Borough of Croydon.

The open plan living/dining room is the main area used for childminding. Children do not use first floor except for the bathroom and toilet. A fully enclosed garden is available for outdoor play. The childminder's home is within walking distance of shops, schools, a park, a library and transport links.

The childminder is registered on the Early Years and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time; of these, one may be aged under one year. She is currently minding one child in the early year's age range.

The childminder holds an NVQ Level 3 in childcare. The childminder is a member of an accredited childminding network and supports other childminders.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive as they are happy, learn and develop in the calm, warm and welcoming environment provided by the childminder. The childminder implements the Early Years Foundation Stage (EYFS) framework well, ensuring that the children in her care develop and progress through the early learning goals and achieve in reaching their individual potential. The childminder strives to continually make improvements to her service. This is achieved through completing of Ofsted's self evaluation form, which is used to monitor and to identify areas of strengths and weaknesses. She also attends additional training to further improve her knowledge of child care practices.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- improve safety with regards to the drain cover.

## **The effectiveness of leadership and management of the early years provision**

Extensive information is readily available to parents through the childminder's well organised portfolio. Parents are provided with copies of her policies and

procedures which underpin her practices. Children are safeguarded by the childminder's excellent knowledge and understanding of her role in protecting children. She is aware of the possible signs of abuse, the importance of recording her concerns and she is aware of which agencies to contact if a referral needs to be made. Regular fire drills are carried out with the children the details of which are recorded. Risk assessments for her home, garden and outings are conducted and the childminder takes effective steps to prevent accidents.

Safety is viewed as a priority for instance, safety gates, smoke alarms, a fire blanket, carbon monoxide detector are in place and in working order. In the garden safety surface has been fitted under the climbing frame. Although a drain cover has been obtained. The one in situ does not fit the area properly.

Positive and trusting partnerships with parents have been established. The childminder keeps parents informed of their children's learning and development. She completes a daily contact book, which highlights aspects of each child's day and give parents a flavour of what activities and what outings their child has participated in. Parent's comments reflect how pleased they are about being kept up to speed on their child's day. The childminder has a clear commitment to her professional development and puts her self forward to update her skills through training.

Through discussions with parents the childminder actively promotes equality and diversity. She works closely with parents and she becomes familiar with each child's individual needs, such as their likes and dislikes with regards to food and sleep routines. The childminder understands the importance of promoting equality and diversity. She has books that reflect diversity and uses these, as well as discussions with the children to explain the significance of valuing and respecting others. Children are also able to play with dolls, small world figures and complete puzzles that depict people with additional needs.

Parents are also kept informed of their child's development. Systems to observe and assess children's progress are in place; these identify learning priorities and plan relevant and motivating learning experiences for each child. The childminder values and requests parent's views she has devised a questionnaire so that their comments are known and taken on board. She has also completed Ofsted's self evaluation form which highlights her areas for improvements.

Where children receive education and care in more than one setting, for example if a child in her care also attends a nursery class or school. The childminder ensures that relevant information is shared with teachers and other members of staff to ensure continuity and coherence.

Resources are well deployed and easily accessible in containers and baskets enabling children to make choices about what they want to play with. The environment both indoors and outdoors is conducive to learning and support children's learning and development.

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

Children are happy, secure and settled in the childminder's care. She has created a comfortable, welcoming and child-centred environment where children are able to

enjoy the activities on offer. Resources are easily accessible and the childminder provides a wide range of experiences and learning opportunities which stimulate and challenge children's knowledge and understanding.

The childminder organises outings to local childminding groups, parks and the library. She has implemented a system to monitor children's development and progress using the Early Years Foundation Stage framework. The observations identify how children's next steps in learning will be targeted. Photographs and children's drawings are also included

Toys and resources are well deployed enabling children to develop their independence as they choose the toys they wish to play with. Children enjoy being creative as they sit and draw. Children's communication, language and literacy is enhanced as they develop a healthy interest in books. The childminder sits with the children and encourages them to point to and name the objects in the illustrations. Children also love to investigate toys, pushing buttons, opening flaps working out that one action has an effect on others. Children's knowledge and understanding of the world is emerging as they watch the squirrels and birds in the garden. The childminder has put together a selection of items in treasure baskets for young children to explore. Children's knowledge and understanding of the world is taking shape as they have access to a computer and a lap top. Older children have also learnt how to take photographs using a digital camera. Children's behaviour is appropriately supported. If required, the techniques used are suitable for the age and stage of children's development, for example, distraction and explaining to children in language they understand why the behaviour is not acceptable.

Children's welfare is safeguarded because the childminder has up-to-date knowledge of first aid. She has a written procedure in place in the event of a child becoming ill and obtains written consent to administer medicines to children. Records are also kept of any medicines administered. Parental permission to seek emergency advice or treatment has also been obtained.

Children's good health and well-being are supported and positive steps are taken to prevent the spread of infection. The childminder's home is clean and the children are taught the importance of hand washing. The childminder has devised menus which include healthy and nutritious meals and snacks. The childminder also ensures that children drink water during the day. The children also enjoy growing tomatoes in the childminders garden. The children explained that it is important for children to know that fruit and vegetables are grown and do not just come from the supermarket! The childminder has also arranged trips to pick your own fruit farms. The children picked strawberries and raspberries brought them back to the childminder's and made jam. Which they enjoyed eating with bread rolls. The children also spooned the jam into jars made their own labels and gave as gifts to their families.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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