

## Inspection report for early years provision

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<b>Unique reference number</b>	403838
<b>Inspection date</b>	15/06/2011
<b>Inspector</b>	Sandra Jeffrey
<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.

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## **Description of the childminding**

The childminder was registered in 2001. She lives with her husband and two children who are 11 and 14 years old. The childminder lives in a five bedroom house in South Norwood, in the London borough of Croydon. The whole of the ground floor is used for childminding and includes access to toilet facilities. There is a fully enclosed garden for outside play. There is easy access to the home with parking facilities outside. There is also nearby public transport. The family have a pet cat. The childminder is a member of the Croydon Childminding Network and holds a level 3 childcare qualification.

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 six children under eight years, three of whom may be in the early years age group. There are currently four children in the early years age range on roll, all of whom attend on a part time basis.

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

Overall the quality of the provision is outstanding.

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Children are cared for in a highly effective, safe and stimulating environment where all outcomes are met to the highest standard. She has an excellent understanding of the children's individual needs and ensures her planning is tailored to their individual interests. Consequently, children make excellent progress in all areas of their development. Partnerships with parents, carers and others are excellent and make a significant contribution towards meeting children's individual needs. The childminder is a highly reflective practitioner and develops her knowledge through attending ongoing training and development opportunities. She demonstrates an outstanding capacity to maintain continuous improvement.

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

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

- reviewing the content of the details that she carries in case of emergencies
- updating the garden toys in relation to ride on toys

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

The childminder has an excellent understanding of her role in relation to safeguarding children and ensures parents are made aware of her responsibilities in relation to

reporting any concerns. She has the required guidance and contact details and a comprehensive written policy in place. To ensure she keeps up to date with the latest guidance the childminder is continually refreshing her knowledge. To this end she has highlighted a desire to attend updated safeguarding training as part of her ongoing self evaluation.

The childminder demonstrates her ambition and drive for improvement in the service she provides with enthusiasm. She sets herself high standards and has a clear vision for the future. She regularly attends training, with the knowledge that this promotes and enhances the welfare, learning and development opportunities for the children in her care. To this end she has recently completed several courses, including specific training promoting learning for boys and is due to attend food hygiene training shortly.

Children's learning is significantly enhanced by the child centred learning environment and the overall excellent use of resources. Children readily access a wide variety of resources, because the home has been organised to maximise children's comfort and enjoyment. One of the ride on toys in the garden was observed to be worn and damaged, however, the garden is otherwise very well equipped with a trampoline, sand and compost pits, slide and climbing frame.

The childminder provides an inclusive setting, which helps them feel safe and secure. She has high aspirations for the children and provides them with a meaningful range of activities and resources, which increases their understanding of diversity and consideration of others. Children also enjoy activities such as portrait painting, when they learn about their own individual features and also celebrate a range of festivals and special occasions that help them to develop positive views of the wider world. Including Black History month, Diwali, Chinese New Year and a variety of Christian celebrations.

The childminder has excellent relationships with parents. They have access to quarterly newsletters and an extensive range of policies and procedures. The childminder is currently designing her own Web Site, which will soon be available to parents and will enable them to log onto a secure page to view photographs of their children enjoying daily activities.

Parents receive regular updates about their child's progress through daily verbal discussions and the use of a digital photo frame showing the children partaking in various activities with the childminder, which is on display in the home. Good systems to promote partnerships with other professionals involved in the care of the children are also in place.

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

The children's interests and needs are at the forefront of the childminder's planning, which ensures their developmental needs, are met to a high standard. A highly effective observation and assessment system is in operation and identifies

children's individual stage of development. This informs future planning and helps to identify next steps in children's development. The childminder actively encourages parents to become involved in the children's learning. For example they are encouraged to share story books from the setting at home with the children.

Children relish their time in the welcoming setting and are clearly motivated to learn and explore with the expert support of the fully attentive childminder. As a result, they are also confident to initiate their own learning and display excellent levels of concentration. For example, they create makeshift tunnels and observe how the addition of sand affects the motion of the wheels on the cars.

Children show a strong sense of security and feel safe within the care of the childminder. The childminder carries information about the children to be used in the event of an emergency. These cards however, identify the children with a photograph and need reviewing. Children are taught to be safety conscious without being fearful and display an excellent awareness of safety issues, when playing on the slide, for example. Children also enjoy numerous opportunities to develop creative skills with an excellent array of art and craft materials that they can easily access.

The childminder helps develop children's understanding of maintaining healthy lifestyles. They learn about healthy choices with their food, for example when taking part in exciting activities, such as baking and preparing their own sandwiches and fruit. They enjoy daily opportunities to play in the fresh air and visit local children group's which fosters their social skills and teaches them about the world around them. Children's independence in their personal care is supported through excellent hygiene routines; including the use of liquid soap and paper towels to prevent the spread of infection.

The children enjoy excellent opportunities to develop their communication and literacy skills. They enjoy listening to stories and are beginning to recognise familiar letters; such as those in their name, on their individual water cups, for example. Numeracy and problem solving skills are also developing well as children are encouraged to count and complete puzzles with support.

The childminder constantly praises the children and actively encourages them to make decisions for themselves in their play, which in turn helps to build their self esteem and confidence. She has a very kind and caring disposition and displays genuine affection for them all. In turn, children are encouraged to be kind to each other and are gently reminded to share the toys and take turns.

## 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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