

## Inspection report for early years provision

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<b>Unique reference number</b>	124306
<b>Inspection date</b>	20/06/2011
<b>Inspector</b>	Alison Weaver
<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 has been registered since 1999. She has a recognised childcare qualification. The childminder regularly works with her husband and daughter who are both registered childminders. The childminder has overall responsibility for the childminding practice. Her husband works in a supportive role.

The childminder lives with her husband, son, daughter-in-law and granddaughter aged under one year. They live in a house in the London Borough of Croydon near to schools, parks, shops and transport links. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder has one dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She regularly minds with co-childminders, and together they may care for a maximum of 10 children. The childminder is currently caring for seven children in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends local carer and toddler groups on a regular basis. The childminder supports children with special educational needs and/or disabilities, as well as children who speak English as an additional language. The childminder speaks Hindi, Bengali and English. The childminder is a member of an approved childminding network and is currently in receipt of funding for early education for three-year-olds.

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

Overall the quality of the provision is good.

Children make good progress towards the early learning goals. The childminder interacts well with them, as they have fun engaging in activities, to extend their learning and development. Overall, effective assessment systems enable her to successfully identify individual learning priorities for each child and plan to meet their needs. Children's safety, health and well-being are promoted well in a happy, friendly and welcoming environment. Effective links with parents help to build positive relationships, and also ensure that every child makes good progress and their needs are met. Most documentation is used well to keep parents informed about their child's day and about the overall childcare practices. The childminder and her co-childminders work well as a team by working to their strengths and they show a strong commitment to continually improving outcomes for children.

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

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

- develop further the observation and assessment system to show how well every child is working towards the early learning goals
- improve the documentation for parents so that it clearly shows how the setting operates and is staffed.

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

The childminder shows a good knowledge of the possible signs of child abuse and neglect, as well as her role in child protection. She has completed training to ensure she is aware of the correct procedure for reporting any concerns she has about a child, in order to safeguard their welfare. The childminder takes on the main responsibility of ensuring that good safeguarding procedures are carried out. She keeps her home safe and secure for children at all times, by carrying out regular risk assessments and daily safety checks. Resources are safe and suitable for children. They are stored so that they can be independently and safely accessed by the children. The environment is made attractive and welcoming for children, with a variety of colourful posters and pictures. Children's work is also displayed, giving them a sense of belonging and promoting their self-esteem.

The childminder takes overall responsibility for maintaining appropriate records. These records are kept appropriately and help to ensure children's individual welfare needs are met, and that parents are kept well informed. The childminder works closely and cooperatively with parents and respects their wishes. Their views are actively sought about what they know about their child's learning and development. The childminder values their contributions and uses their information to inform her planning. She makes good use of a weekly care diary and daily verbal feedback to communicate effectively with them. The childminder shares information about her practices using helpful written policies and other documentation. However, these do not refer to the fact that she works with two co-childminders, so that parents are clear about how the setting operates.

The childminder ensures she has a good knowledge of a child's home background and individual needs. She provides activities that help all children learn to value diversity and find out about the way other people live. She has a satisfactory range of resources that promote children's awareness of differences in society. The childminder speaks several languages and, as a result, is able to communicate with many new children in their home language and help them settle. The childminder is fully aware of the need to work closely with interagency teams in order to access additional support, where needed, for a child. She also shows an awareness of the need to provide consistency in a child's learning by working with other providers who share in their education.

The childminder takes active steps to improve her knowledge and skills. She regularly attends training and implements what she learns so that children benefit from the new ways of working. The childminder works closely with her co-

childminders and local support workers to provide a caring and supportive environment for the children. All of the childminders contribute to the evaluation process and discuss, on a daily basis, how children develop, and how they can build on their skills. This enables them to identify and address areas they feel need development. Since the last inspection, the childminder has improved safety for children, and has been working on developing her observation and assessment process so that it continues to help her plan activities that help every child make progress.

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

Children are settled, happy and well occupied. They show a strong sense of belonging and security as they independently help themselves to resources and move around the home. They form good relationships with adults and peers. They play well together and readily share resources, such as construction materials. Older children show care and concern for others as they try and help them. Children learn how to solve problems as they fix the construction materials together to make different models using wheels and cogs. They are clearly developing the skills they need for their future learning, and the childminder uses opportunities well to promote and extend children's learning as they play. Children show an increasing ability to count and recognise numbers. They talk confidently about what they are doing and share their experiences. They use mathematical language correctly, showing they are developing a good awareness of shape and size. The childminder interacts effectively with children to develop their awareness of the link between letters and sounds.

Children develop a good awareness of personal safety as they safely use different tools, for example, as they help prepare meals. They help to put away toys when they have finished with them to prevent accidents. They practise fire evacuation with the childminder to help them learn what to do in the event of an emergency. On outings, children develop road safety awareness. The childminder also plans and provides a good range of activities about safety to help children develop their understanding of how to stay safe.

Children develop healthy lifestyles with the childminder. They adopt good personal hygiene practices and eat healthily. Special dietary needs are catered for so that every child's needs are met. Children learn what is good to eat as they help prepare foods. Drinks are left available for the children so they can help themselves when they get thirsty. They engage in a variety of physical activities, both indoors and outdoors, where they use their bodies in different ways. They take part in movement activities and enjoy the physical exercise.

The childminder regularly observes each child and assesses where they are in the Early Years Foundation Stage. She plans a wide range of stimulating and suitably challenging activities, based on children's interests and their stage of development, that help them make further progress in their learning. Overall, the learning and assessment records are used well to support future planning for each child.

However, the childminder has not fully developed an easy way of identifying learning priorities and gaps in a child's learning, which can inform the individual plans.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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