

Inspection report for early years provision

Unique reference number	EY419840
Inspection date	15/06/2011
Inspector	Rebecca Khabbazi
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 2011. She lives with her husband and two children aged one and three years old. The family live in a three bedroom house in a residential area of Norbury, within the London Borough of Croydon. The downstairs of the house is the main area used for childminding. A garden is available for outdoor play.

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 four children under eight years old, one of whom can be in the early years age group. She is also registered to care for two children under eight years old overnight. There is currently one child on roll, who is in the early years age range.

The childminder is a member of the National Childminding Association and the Croydon Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully supports all areas of children's welfare and development. Excellent relationships with parents ensure that children settle quickly and experience continuity of care. Children make good progress in their learning, given their age, ability and starting points. They are safe and well cared for at the setting. The childminder's paperwork is well organised and comprehensively reflects most practice within the setting. She is committed to developing and improving her provision; she regularly reflects on the service she provides and takes action for improvement.

What steps need to be taken to improve provision further?

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

- keep a log of fire evacuation drills, including details of any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder attends relevant safeguarding training and is familiar with the procedures to follow if she has concerns about a child in her care. All of the required documentation that supports children's health, safety and wellbeing is in place. The childminder risk assesses her home and ensures that all areas children use indoors and outdoors are safe.

and secure. Children's safety is further assured by the childminder's vigilant supervision. She also helps children to learn to keep themselves safe; for example, children know what to do in the event of an emergency because they are regularly involved in fire drills. The childminder has not considered the benefits of keeping a record of fire drills.

The childminder makes good use of resources to create a welcoming, child-centred environment. Children have space to play and can easily access a wide variety of good quality toys and play materials that are suitable for their age and needs. The childminder works closely with parents to make sure she has a thorough understanding of each child's background and needs so that equality and diversity are promoted. She adapts care where needed, for instance so that younger children can play alongside those who are older. Excellent communication with parents ensures they are very well informed and fully involved in monitoring and reviewing their child's progress, for instance through a daily diary, verbal discussions, progress reports and regular meetings. Feedback from parents forms a central part of the childminder's monitoring and evaluation of her setting. Actions taken are well chosen to improve outcomes for children, such as making good use of local training opportunities to continually develop and update her childcare skills. The childminder is aware of the need to build effective partnerships with other providers if children attend more than one early years setting, although this does not apply to the children she cares for at present.

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

Children are contented and settled in the childminder's home. They benefit from consistent routines that help them feel safe and secure. They develop confidence and grow in independence as they explore toys and play materials. They behave well and learn to keep themselves and others safe. Children adopt simple good hygiene routines when they wash their hands before they eat. The childminder takes careful precautions when she changes nappies, to help reduce the risk of cross-infection. Children play outside every day as part of a healthy lifestyle, enjoying the fresh air and exercise. They benefit from regular meals and snacks that meet their nutritional needs, and the childminder stores and heats food provided by home according to instructions, so that their health is protected.

Children take part in a wide range of activities and experiences that support their development across all areas of learning. The childminder gets to know children well and makes thorough assessments of their achievements and uses these effectively to plan future experiences. Children have good relationships with the childminder, who is warm and responsive towards them and attentive to their needs. They enjoy daily outings, to socialise with other children at a Children's Centre, or to choose books and join in with rhyme time at the library. Young children explore and experiment as they help themselves to a book from the basket, push a button on the front and discover it plays a tune. They move their bodies to the music and clap their hands during songs. They enjoy getting messy with cornflakes or sand or when making hand prints with paint. They have fun in the garden investigating the feel of the grass, and they develop their physical skills

as they begin to move more confidently on their own. They benefit from a balanced day that is planned around their individual needs, and enjoy their experiences at the setting.

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	3
The effectiveness of the setting's engagement with parents and carers	1

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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