

## Inspection report for early years provision

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<b>Unique reference number</b>	124657
<b>Inspection date</b>	21/06/2011
<b>Inspector</b>	Elizabeth MACKEY

<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 registered in 1999. She lives with her partner and three children aged 16, 14 and 6 years old. They live in a three bedroom house in a residential area of Croydon. They are close to local shops, schools, public transport and parks. The ground floor is the main area used for childminding purposes and there is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She can care for five children under eight years at any one time; of these three may be in the early years age group. There are currently 12 children on roll, of whom five are in the early years. They all attend on a part time basis. The childminder has an NVQ level three in childcare and has attended relevant early years training. The childminder is a member of the Croydon Childminding Network and the National Childminding Association.

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

Overall the quality of the provision is outstanding.

Children are at the heart of this child-centred environment, where they are valued and included. Overall, the childminder liaises exceptionally well with parents, carers and other professionals to ensure there is consistency in young children's lives. This enables her to meet each child's individual needs exceptionally well. Children make excellent progress. They enjoy exciting activities and experiences that appeal to their individual interests. Children are instrumental in organising the environment, routine and making play choices. The childminder has a highly reflective approach to all aspects of her provision, which is very successful in driving ongoing continuous development.

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

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

- extend the learning journey records to include a system for parents to contribute to them.

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

There are exemplary systems in place to safeguard children and the childminder has an excellent knowledge of child protection issues. She demonstrates a real commitment and enthusiasm for her childminding role. All regulatory documentation is accurately kept up to date. She has comprehensive policies and

procedures in place to successfully underpin her practice, which are regularly reviewed and shared with parents. Risk assessments are comprehensive; any potential hazards are identified through in depth analysis of risk and minimised, both in the home and when on outings.

The children's play area is remarkably well resourced with an extensive range of resources and activities. These include promoting the diverse world we live in, so that children experience excellent opportunities to learn through play. The childminder provides an inclusive service and knows the children extremely well. She tracks their progress and acknowledges their achievements successfully. She pitches activities at just the right level for each child, to meet their needs and provide sufficient challenge. The child-centred playroom reflects the involvement of the children; for example, their work is on display and their writing skills are evident in notes on the wall relating to their imaginative play and their choices for the weekly routine. Resources are stored within children's reach and are clearly marked so that they can access them independently. This encourages independent choice and promotes a sense of responsibility. Children's views are sought; they confidently give their views and suggestions, which are taken on board. For example, school age children ask to extend their cookery sessions with the childminder from making cakes to making the dinner and this is incorporated in future planning.

The childminder demonstrates a highly effective reflective approach and proactively seeks the views of parents and children in her systems for self-evaluation.

Parents comment that they are extremely happy with the care and education their children receive. They also acknowledge and appreciate the childminder's support of their child and their family. The childminder highly values her partnership with parents. She has superior systems in place for sharing information; these include clear agreements, sharing policies and procedures, maintaining a contact book for babies, regular newsletters and sharing children's development records that parents take home periodically to view at their leisure. However, the development folders lack a system for parents to comment in the learning journey. The childminder also maintains highly effective links with other settings the children attend, for example local schools. This enables the childminder to provide a balance of activities and also support children with their school projects and homework.

The children are proactive in the planning of the setting. The childminder's planning is flexible to follow children's interests and develop their ideas. The childminder demonstrates outstanding skills at balancing the needs of the children and providing an environment that supports them and greatly encourages their sense of belonging. The childminder is also a network childminder; this provides opportunities for her further development and maintaining quality, which the childminder strives for. The childminder also shares her knowledge and experiences in her role as a support childminder to newly registered childminders.

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

Children are confident and demonstrate they feel safe and secure in the extremely warm and nurturing care of the childminder. The childminder fosters children's social and emotional development extremely well. Children are encouraged to be kind and respectful to one another and to express their feelings and views. Children are empowered; they learn about keeping safe through practising fire evacuation and road safety and being involved in projects on health and safety. Children are encouraged to make their own decisions, which encourages their independence. They contribute to the menu, make posters on good hygiene and safety and are involved in drawing up the house rules. The children respond positively to the strategies the childminder has in place. There is a great sense of fun in the setting, which reflects the different personalities and interests of the children who attend.

Babies are effectively supported, as the childminder sits on the floor making connections with them and pre-empting their needs. The childminder's excellent interaction supports children, extends and challenges their thinking and helps young children to be interested and stimulated to learn. They are comforted by the childminder and snuggle in to her when tired or sharing a book. They demonstrate they feel secure, settling quickly to sleep and waking happy and pleased to see the childminder. Children access a wide range of activities that are appropriate for their age and development stage. They collate their impressive project work in scrap books, of which they are very proud. Older children use their initiative and creativity when accessing information and communication technology resources. They collectively make a power point presentation of their time in the setting to show to the childminder. This includes photographs and comments about all the children who are part of the setting, reflecting their happiness.

Children enjoy imaginative play opportunities in the role play area, which they have turned into a shop. Children respond proudly to the childminder's ongoing encouragement and praise. This really promotes positive self-esteem and results in children feeling good about themselves. There are excellent opportunities in place for children to develop their knowledge and understanding of the world, as outdoor play and outings feature strongly in the routine. Children visit many places of interest that include parks, museums and toddler groups. The emphasis on children's personal, social, and emotional development promotes their independence strongly and provides excellent opportunities to learn skills for the future. Children thrive in this outstanding 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

<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

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