

Inspection report for early years provision

Unique reference number	EY423104
Inspection date	21/07/2011
Inspector	Gillian Cubitt

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 registered in 2011. She lives with her son of pre-school age, in a house situated in Thornton Heath, which is in the London Borough of Croydon. The home is close to main transport services and there is parking outside the house. Children have the use of one main room for play. They also have the use of a bedroom, as the childminder offers overnight care. The childminder takes children to local parks for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered for five children overall; of these, not more than two may be in the early years age range. She is currently caring for two children on a part-time basis who are in the early years age group.

The childminder speaks four languages, Romanian, English, French and Italian. She takes children to nearby children's centres and playgroups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in an inclusive environment. They are making suitable progress, although systems used for observing and assessing children's learning and development are at an early stage. Comprehensive strategies to monitor their progress are not yet fully established, such as working in partnership with parents and others. Children's welfare is protected, and most written policies and procedures contribute to the safe and efficient management of the provision. The childminder evaluates her practice sufficiently, and is keen to develop the service that she provides.

What steps need to be taken to improve provision further?

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

- improve risk assessments to include specific outings
- review policies to make them unique to the setting
- develop observations and assessments on children, to support them as they start and continue their progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder's organisation and management of her setting is generally sound. She understands her responsibilities with regard to her conditions of registration, and required training has been attended. The childminder is well aware of policies

and procedures, although some written policies are not unique to her setting, and therefore not secure in underpinning practice. The childminder affords a high priority to identifying and minimising potential risks to children's safety. She is able to identify a range of possible signs and symptoms of abuse. She has the Local Safeguarding Children Board guidelines at hand to refer to, and would not hesitate to report any child protection concerns. Most documentation pertaining to children's welfare is well maintained. Risk assessments for the home are thorough and the childminder has identified specific hazards in the garden, so has decided not to use this area to ensure children are safe. However, the childminder has not recorded possible risks for specific outings such as, parks and children's centres.

Children have plenty of space to play and rest in a warm and homely atmosphere. She makes the most of space and organises her toys and resources well, to give children variety and easy access. Partnerships with parents and others are sound. The childminder has only recently started minding, and is developing relationships with the parents of minded children. Her welcoming, flexible approach to the needs of both parents and children, means that consistency of care is maintained. She shares daily notes on the key points of the children's day, as well as spending time with parents to discuss children's activities in more detail.

The childminder is passionate about promoting equality and diversity in her home, where all children are loved and included. She displays her home-made 'diversity tree', which celebrates different cultures and languages. The childminder also speaks many languages, and this enables her to communicate in some children's languages spoken at home. She is sensitive to children's needs by giving them plenty of individual attention, to make them feel fully included. This is especially important during children's early days of settling with the childminder.

The childminder reflects on her practice, and has completed a self-evaluation of her progress since starting childminding. She has attended initial training and has embarked on a recognised childcare qualification, to underpin her knowledge and skills to improve outcomes for children.

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

Children's welfare is appropriately promoted. The childminder talks to their parents about children's individual needs and home routines. This supports children as they settle into her home. The childminder has only recently commenced minding, but demonstrates a suitable knowledge of how children develop and learn. She has started to observe children during play, and is beginning to consider and plan for their next steps in their learning. However, the present methods are very much in their early stages and there are no clear systems to note children's abilities at the start of childminding, and how these are developed through future planning.

Children have access to a wide variety of fun and developmentally appropriate experiences. These include outings, craft activities and imaginary play. Children are happy and at ease in the childminder's company. They eagerly look at books, and

enjoy making sounds and learning songs and nursery rhymes in different languages. The childminder constantly interacts with the children, giving them calm reassurance and warmth. She asks them questions during play, to make them think such as 'where is the doll' and encourages children to describe what they see. Children become engrossed in their play because the childminder provides diverse resources, which are appropriate to children's age and stage of development. A good selection of toys is easily accessible, and this means that children can make some independent choices about their play and learning. Children find out about technology through interactive toys. They show levels of concentration as they discover how toys work and how to solve problems, whilst building with bricks and completing inset puzzles.

Children behave well generally. They have settled with the childminder and respond positively to the childminder's happy, yet calm manner. They are beginning to share their toys and develop good manners. Children are starting to keep themselves safe as they practise road safety on outings. Children enjoy going to childcare centres, where they have plenty of exercise on different mobile toys and apparatus, that help to develop their self-confidence and overall physical health. When they arrive home, they enjoy tasty home-cooked meals such as cauliflower cheese followed by a selection of fresh fruit and juice, where the childminder chats with them about healthy eating and food choices.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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