

## Inspection report for early years provision

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<b>Unique reference number</b>	124859
<b>Inspection date</b>	21/07/2011
<b>Inspector</b>	Gillian Cubitt

<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 2000. She lives with her husband and two teenage children in a house in Addiscombe in the London borough of Croydon. Children use the ground floor rooms and the rear garden which is fully enclosed. The family has two pets; a cat and a hamster.

The childminder is registered on the Early Years Register, and on both the compulsory and voluntary part of the Childcare Register. She is registered to care for no more than five children aged under eight years and of these, no more than three may be in the early years age group at any one time. Currently there are four children on roll in the early years age group.

The childminder has a National Vocational Qualification level 3 in Childcare and Education. She is a member of the National Childminding Association.

The childminder collects children from nearby schools and nurseries.

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

Overall the quality of the provision is good.

Children make good progress in their learning because most areas of learning are supported well. The childminder supports children's health and welfare effectively. She has excellent partnership with parents and others who work with the children, especially when supporting children with special educational needs. The childminder evaluates her service well and strives to improve her practice and thereby, outcomes for the children in her care.

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

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

- evaluate outcomes of children's next steps to identify their achievements
- include aspects of problem solving and numeracy in observations of children

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

The childminder has a good knowledge of safeguarding and child protection issues. She understands the procedures to follow if she has any concerns about the welfare of a child in her care. Her written policies support her practice and link to the welfare requirements of the Early Years Foundation Stage. She ensures all adults in her household have current Criminal Records Bureau clearances to ensure they are suitable people to be around children.

Comprehensive risk assessments are in place and these are reviewed and added to as necessary. Children are treated in an inclusive way in a warm and welcoming setting. There are a range of toys and books that reflect the diversity of people within the community, including dolls with different skin tones and appropriate books and puzzles. The childminder has maintained good records about children's individual backgrounds and needs, and so is able to support equality and diversity as well as their personal and social development.

Children benefit from the outstanding partnership working that the childminder has established with their parents and other providers of the Early Years Foundation Stage. This is particularly evident when children have special educational needs where close partnerships are essential to ensure children maximise their potential. The childminder is a key figure in this process, and she promotes a high level of consistency for individual children. Parents comment how much they appreciate the childminder's hard work and dedication in supporting their children's progress and development in their early years.

The childminder is very experienced and offers a friendly professional service. She holds a relevant childcare qualification and consistently evaluates her practice to make improvements. For example, she believes in ongoing training and has recently taken a 'baby signing' course which improves her skills of communicating with babies, helping them to settle and be happy in her care.

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

Children are happy and have fun with the childminder. Their day is well structured, full of interesting activities and includes flexible routines to ensure that each child's needs and interests are met. Activities generally cover the six areas of learning as the childminder follows children's interests, although there are few references to challenge children's learning with problem solving and numeracy. They show they feel safe and secure in the childminder's care. Children move confidently between their chosen activities, asking for items they want. They seek comfort and reassurance from the childminder as they need it. When on outings, children understand the importance of staying close to the childminder and she teaches them good awareness road safety. The childminder knows the children well and she provides an inclusive environment where everyone is valued and children begin to respect diversity in many ways. They participate in charity events for children in need whilst at home they learn to share their toys and listen to the views of others. As a result, children behave well and play harmoniously together.

Children's independence and confidence grows because the childminder encourages them to make choices in their play. Children love the variety and happily put on hats from the dressing up box and enjoy building blocks whilst counting with the childminder. Children particularly enjoy sharing nursery rhymes with each other. They merrily sing and act out movements of the rhymes which shows their growing understanding of the meanings of words. The childminder

congratulates them on what they do well which also develops children's self-esteem and confidence. Through the childminder's observations and written assessments of children's play she successfully identifies the 'next steps' in each child's learning and development. For example, the childminder provides different materials and textures for the younger children to smell and touch to extend their thinking. However, at present the childminder does not effectively evaluate the success of the planned 'next steps' to note children's subsequent achievements.

The childminder uses monthly themes such as springtime or colours to prompt activities and outings. The children make good use of the role play kitchen and act out simple scenarios, developing their imaginations and their understanding of adult roles. The childminder joins in and extends the activity by asking for a cup of tea. The children later take part in a supervised cooking activity, noting how the melted chocolate makes the rice crispies 'change colour'. The childminder uses questions to prompt discussion about shape and size, using words like 'big bowl' and 'smaller spoon' to encourage the introduction of basic maths concepts and extend the children's language development

Children play in a very clean and well maintained home. They learn good personal hygiene habits at an early age and are able to be independent in the bathroom. Children enjoy physical activity in the well resourced garden and they have a good selection of choices for snacks with fruit being a favourite; they help themselves to blueberries, strawberries and bananas. Older children talk about healthy eating as they mix ingredients for cooking.

Overall, the children are well cared for in a safe and welcoming home environment by a kind and caring childminder who effectively supports their learning and development through play.

## 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	1
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

<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

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