

Inspection report for early years provision

Unique reference number	124631
Inspection date	19/09/2011
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 2000. She lives with her husband and two children aged nine and 12 years old. The family live in a three bedroom house in a residential area of Coulsdon. The downstairs of the house is the main area used for childminding. A garden is available for outdoor play. The family has a dog.

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 six children under eight years old, three of whom can be in the early years age group. A variation is currently in place so that four children in the early years age group may be cared for during one afternoon a week. There are currently seven on roll, six of whom are in the early years age range. Children attend on various days and times.

The childminder is a member of a childminding network and has a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development. She offers a very well organised, highly welcoming environment where children are safe, secure and well cared for. Excellent relationships with parents mean that the childminder has a thorough understanding of children's individual needs. Partnerships with other providers, where appropriate, are mostly effective in promoting children's welfare. Children make good progress in their learning and development overall, given their age, ability and starting points. The childminder's effective self-evaluation ensures that the provision remains responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- improve links with other providers where children attend more than one early years setting, so that children experience continuity in learning and care
- strengthen systems for assessment and planning by making clear links between next steps identified for children and activities provided.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder has a clear understanding of her responsibilities towards the children in her care. She has attended relevant training and knows what steps to take if she has concerns about a child. The required documentation that promotes children's health, safety and well-being and contributes to the smooth and effective running of the setting is in place and is well organised and comprehensive. The childminder's thorough risk assessments of the home, garden and any outings help ensure that children play safely and are secure in her care. Children's learning is significantly enhanced by the excellent use of resources at the setting. Children benefit from a well planned, stimulating learning environment where they can readily access a wide variety of high quality play materials that are suitable for their age and needs.

The childminder works very closely with parents to ensure she has a thorough understanding of each child's background and needs. She adapts care where necessary, for instance, to make sure that children can all take part in the same activity according to their ability, so that equality and diversity are effectively promoted. Relationships with parents are highly positive and support children's good progress at the setting. Parents are very well informed about all aspects of the provision and are extremely happy with the care provided. They have access to a comprehensive range of policies and procedures and are kept up to date through daily contact books and verbal feedback. The childminder develops links with other early years settings that children attend, to ensure that day to day information is exchanged. However, systems for sharing information about children's progress and achievements so that children experience continuity in their learning are not yet fully in place. The childminder makes good use of local courses, support from her network coordinator and feedback from parents to monitor and evaluate the service she provides and identify areas for development. Actions taken are well targeted to lead to improved outcomes for children, such as developing new systems for gathering detailed information about children before they start, and extending her skills and knowledge by obtaining a childcare qualification.

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

Children show a very strong sense of security and belonging at the setting. They demonstrate high levels of independence as they confidently select their own play materials and resources and move safely around the home. They develop excellent relationships with the childminder and each other. The childminder's calm, consistent approach helps them quickly learn to cooperate, share and take turns. Children learn to keep themselves safe when they take part in a regular fire drill or talk about road safety when they go on an outing. They adopt simple good hygiene routines when they remember that they need to wash their hands before they eat, which helps protect them from the risk of cross-infection. They benefit from nutritious home-cooked meals and snacks that take into account their dietary

needs, choosing their own fruit from the big bowl for a mid-morning snack. Children play outside every day as part of a healthy lifestyle, having fun playing a game in the garden or practising their physical skills on the climbing frame or trampoline.

Children take part in a wide variety of interesting activities that support their development across all areas of the curriculum. The childminder knows children well and supports their learning effectively. She makes regular observations of their achievements and regularly reviews their progress. However, the link between children's next steps and planned activities is not always clear, in order to track their progress towards the early learning goals. Children are independent, interested and motivated to learn. Their early communication skills are fostered when they enjoy cuddling up for a story and talking about what happens in the book, or when they sit at the table to draw and make marks. Children solve simple problems when they count how many magnetic letters are on the board, or work out how to successfully fit the pieces of train track together. They explore and investigate with the playdough, using their imaginations as they use the dough to make cakes and bake them in the oven. They find out about the world around them when they dig and plant in their own area of the garden. They join in with familiar songs enthusiastically, using instruments to play along with the tune, and they giggle with delight when the childminder sings them a tickling rhyme. Children benefit from a well planned routine that is based around their needs. They are well occupied and stimulated throughout the day and thoroughly enjoy their time 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	1
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	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	1
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