

Inspection report for early years provision

Unique reference number 124277
Inspection date 16/09/2011
Inspector Sandra Jeffrey

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 1994. She lives with her husband and two adult children in Coulsdon, in the London Borough of Croydon. The whole of the ground floor is used for childminding and includes toilet facilities. Sleeping facilities are available on the first floor. There is a fully enclosed garden for outside play. The family has two pet dogs and a rabbit. The childminder holds childcare qualification at level 3 and is a member of the National Childminding Association and the local Childminding Network. She has also run a mother and toddler group at a local church hall for over 10 years.

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 a maximum of six children under eight years, three of whom may be in the early years age range. There are currently six children in the early years age range on roll, all of whom attend on a part-time basis. The childminder also cares for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively meets the needs of the children who attend and has established caring relationships with them, helping them to feel safe and secure. The childminder recognises each child's individuality, ensuring that inclusive practice is successfully implemented. The childminder establishes good partnerships with parents and others involved in the care of the children. Consequently, children's consistency of care and learning is good and children are progressing very well overall. The childminder manages her provision well in the main; she is able to reflect on her practice and shows commitment to continually developing and improving the service she provides.

What steps need to be taken to improve provision further?

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

- ensure the Safeguarding policy is in line with the Local Safeguarding Children Board (LSCB) guidance and procedures.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her responsibilities with regard to safeguarding issues and the steps to take if she has concerns about a child. All adults aged over 16, living and/or working on the premises, including workplace

students, are suitably vetted and children are fully supervised at all times. The childminder has safeguarding policy in place, although it is not fully in line with the Local Safeguarding Children Board (LSCB) guidance and procedures, which has the potential to reduce its effectiveness.

Children play in a safe environment because the childminder effectively minimises potential hazards by conducting regular risk assessments within the home and before embarking on trips and outings. Comprehensive records and daily checklists are kept of risk assessments and fire drills, enabling the childminder to review and evaluate them.

The childminder creates a welcoming and child-friendly environment. Good organisation ensures that children can independently select from the good variety of well maintained resources that support their play and learning needs well. For example, children's choice and independence are fostered with the addition of pictorial and written labels on the boxes that toys are stored in.

The childminder values diversity and respects differences, which is reflected in all aspects of her service. She finds out about children's backgrounds and cultures and asks parents if they have any special considerations that she can support in order to meet children's individual needs. The childminder builds close relationships with parents and ensures that she gathers information she requires to meet the children's individual needs. Parents have access to information about the setting, including extensive policies and procedures that the childminder has produced. The childminder has established excellent systems to promote partnerships with other professionals involved in the care of the children. She works closely with other agencies to ensure children with special educational needs are well supported.

The childminder regularly attends conferences and training, with the knowledge that this promotes and enhances the welfare, learning and development opportunities for all children in her care. The childminder is aware of the benefits of self-evaluation and of driving improvement in her knowledge. As such, she intends to further develop her understanding of the Early Years Foundation Stage framework, and to keep up to date with forthcoming developments. Therefore, she demonstrates she is able to continuously improve the service she provides.

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

Children feel secure and respond positively to the individual attention they receive from the childminder. This is confirmed in the numerous children's and parents' questionnaires and 'thank you' letters and cards viewed as part of the inspection process. Children show a strong sense of belonging and even new children have evidently formed close bonds with the childminder. This fosters their emotional well-being and helps them to achieve to their full potential.

The children's interests and needs are at the forefront of the childminder's

planning for their individual next steps in their learning journey. As a result, their developmental needs are met to a good standard overall. The childminder makes regular observations of children's developmental achievements and uses these assessments to plan relevant experiences for future learning. This helps to ensure that activities build on children's existing knowledge, skills and particular interests.

The childminder offers a good variety of age appropriate resources and activities, which ensure children's developmental needs are met to a good standard. Children show great confidence and competence, for example, as they access a varied selection of activities on the laptop with good support from the childminder. Younger children are content as they roam around the environment, helping themselves to the toys that have been set up for them to explore and play with.

Children are gaining confidence in their early language and literacy skills, for example as they explore books with the childminder and sing nursery rhymes and songs from their favourite CD in the car. They have access to a good selection of materials that enable them to practise their early writing and creative skills. Children have access to many electronic and interactive toys, such as metal detectors and several that aid letter and number recognition. These help them become confident users of information and communication technology at a young age.

Children are supported in their development of a healthy lifestyle as the childminder ensures their nutritional needs are met appropriately, in partnership with parents. Children are active and benefit from regular exercise when visiting local facilities such as the park and when playing in the childminder's secure garden. Daily trips out are incorporated into the planning and include various children's venues such as local children's drop in groups, farms and indoor play centres. This also helps to develop children's social skills and understanding of the wider world.

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	2
The effectiveness of the setting's engagement with parents and carers	2

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

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