

## Inspection report for early years provision

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<b>Unique reference number</b>	405554
<b>Inspection date</b>	05/10/2011
<b>Inspector</b>	Angela Ramsey
<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 has been registered since 1998. She lives with her husband and their two children aged seven and 15 years. They live in a three bedroomed house in a residential area in the London borough of Croydon, within walking distance of schools, parks and shops.

The downstairs of the house is the main area used by the minded children and incorporates a dining room and a living room. The open plan kitchen has restricted access. An upstairs bedroom is available for sleep purposes and the bathroom facilities are also on the first floor. A secure garden is available for outdoor play (section closest to the house only).

The family has two pet rabbits that live in the garden. The childminder is a member of the National Childminding Association, holds an NVQ level 3 in Early Years Care and Education and is also a member of the local childminding network.

The childminder is registered to care for a maximum of six children aged under eight years at any one time, of these not more than three may be in the early years age range and of these only one may be aged under one year. The childminder has three children aged under five years and two children aged over five years on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is outstanding.

Children thrive as they are happy and are able to learn and develop in the welcoming and stimulating environment provided by the childminder. The childminder is highly effective at meeting all the requirements of the Early Years Foundation Stage, ensuring children's care, learning and development needs are efficiently addressed and all outcomes for children are exemplary. She maintains a high quality service through attending training and keeping abreast of new childcare initiatives to support most children. In addition to this the childminder self evaluates her service which demonstrates her excellent capacity for continuous improvement.

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

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

- developing knowledge of child care initiatives .

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

Extensive information is readily available to parents through the childminder's well organised portfolio. Parents are provided with copies of her policies and procedures which underpin her practices. The childminder has excellent knowledge and understanding of her role in safeguarding children. She is aware of the possible signs of abuse, the importance of recording her concerns and she is aware of which agencies to contact if a referral needs to be made. All documentation is maintained to a high standard for the safe and efficient management of her service. Comprehensive risk assessments are completed for her home, garden and outings, which ensure any potential hazards, are identified and the risk minimised. Emergency evacuation is practised regularly to ensure all children are clear of how to make a swift and safe exit from the childminder's home. Safety is viewed as a priority for instance, safety gates, smoke alarms, a fire blanket and carbon monoxide detector are in place and in working order.

Positive and trusting partnerships with parents have been established. The childminder keeps parents informed of their children's learning and development. She completes a daily contact book, which highlights aspects of each child's day and gives parents a flavour of what activities and what outings their child has participated in. Parents' comments reflect how pleased they are about being kept up to speed on their child's day. The childminder has a clear commitment to her professional development and puts her self forward to update her skills through training. She has highlighted in her self evaluation form the desire to attend a course which encourages early language development which will enable children to be confident and skilled communicators.

Through discussions with parents the childminder actively promotes equality and diversity. She works closely with parents and she becomes familiar with each child's individual needs, such as their likes and dislikes with regards to food and sleep routines. The childminder understands the importance of promoting equality and diversity. Children are able to read and look at books and play with dolls, small world figures that reflect diversity and people with special educational needs and/or disabilities. In conjunction with discussions with the children the childminder is able to explain the significance of valuing and respecting others.

Parents are also kept informed of their child's development. Systems to observe and assess children's progress are in place; these identify learning priorities and plan relevant and motivating learning experiences for each child. The childminder values and requests parent's views and takes their views on board. She has also completed Ofsted's self evaluation form which highlights her areas for improvements.

Some children receive education and care in more than one setting, for example a child may also attend a nursery class or school. In these cases the childminder ensures that relevant information is shared with teachers and other members of staff to ensure continuity and coherence.

Resources both indoors and in the garden are well deployed and easily accessible in containers and baskets enabling children to make choices about what they want to play with. The environment both indoors and outdoors is conducive to learning and support children's learning and development.

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

Children's welfare is extremely well promoted through the childminder's professional practice and effective delivery of the Early Years Foundation Stage framework. The children are happy, secure and settled in the childminder's care. She has created a comfortable, welcoming and child-centred environment where children are able to enjoy the activities on offer. Resources are easily accessible which enables the children to make choices about what they want to play with thus enhancing their independence. The childminder provides a wide range of experiences and learning opportunities which stimulate and challenge children's knowledge and understanding.

The childminder organises trips to local childminding groups, parks and the library during the week. Outings further afield are also organised for example the childminder has arranged visits to city farms and fruit picking. A system to monitor children's development and progress using the Early Years Foundation Stage framework has been implemented. The childminder observes the children as they are engaged in activities and using her knowledge of the children's individual needs she identifies how children's next steps in learning will be targeted.

Children's learning and development is well supported as the childminder provides them with a rich and exciting range of both adult-led and child-led activities. Toys and resources are well deployed enabling children to develop their independence as they choose the toys they wish to play with. Children develop their pre-writing skills as they are provided with a varied range of mark making equipment such as pencils, crayons, chalk and paint. Children's communication, language and literacy skills are enhanced as they develop a healthy interest in books. The childminder sits with the children and encourages them to point to and name the objects in the illustrations. Younger children and babies also love to investigate toys, pushing buttons, opening flaps working out that one action has an effect on others. Children's knowledge and understanding of the world is emerging as they watch the childminder's pet rabbits in the garden. The childminder takes the children to parks, children's centres and libraries. As a result children develop confidence and social skills in larger group settings. Children also have an excellent range of outdoor play resources and are able to choose to play in the garden or indoors. Whilst in the garden children are able to use brushes which they dip in water to mark make on a chalk board. During water play children are able to choose from plastic units what items to put in the water.

Children's behaviour is well supported. If required, the techniques used are suitable for the age and stage of children's development, for example, distraction and explaining to children in language they understand why the behaviour is not

acceptable. Children thrive on an abundance of praise and encouragement which develops their self esteem and confidence.

Children's welfare is safeguarded because the childminder has up-to-date knowledge of first aid. She has a written procedure in place in the event of a child becoming ill and obtains written consent to administer medicines to children. Records are also kept of any medicines administered. Parental permission to seek emergency advice or treatment has also been obtained.

Children's good health and well-being are supported and positive steps are taken to prevent the spread of infection. The childminder's home is clean and the children are taught the importance of hand washing. The childminder has devised menus which include healthy and nutritious meals and snacks. The childminder also ensures that children drink water during the day. The children are also encouraged to create their own pizzas with toppings such as vegetables. The childminder encourages children to develop skills for the future. Children benefit from the rich environment which encourages their language skills, social development and independence.

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