

Inspection report for early years provision

Unique reference number 124251
Inspection date 11/10/2011
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 1997. She lives with her husband, who is her registered assistant and their three children aged 22, 20 and 12 years of age. The childminder's father lives with the family in a self contained flat to the side of the main property. The family live in a residential area in the London Borough of Croydon. The whole of the ground floor is used for childminding and there is a fully enclosed garden available 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 to care for a maximum of six children under eight years, three of whom may be in the early years age range at any one time. There are currently five children in the early years age range on roll, one of whom was present during the inspection visit. The childminder also cares for older children. Furthermore, the childminder is registered to provide overnight care for one child under eight years. She holds a level 3 childcare qualification and is a member of the National Childminding Association and the local Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has an excellent understanding of the children's individual needs and ensures that all children are valued. Warm and trusting relationships are fostered, therefore, enabling children to feel safe and secure. Generally effective practices are in place to support the children's health and wellbeing. The childminder provides a very welcome environment with varied and wide ranging activities that promote children's learning and developmental needs exceptionally well. Consequently children are making excellent progress in their learning. There are highly effective systems in place that support effective communication with parents and others who care for the children. The childminder's ongoing self-evaluation of her provision ensures there is a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the childminding assistant completes an appropriate paediatric first aid course. (Promoting good health) 25/10/2011

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

- consider additional ways to further develop children's opportunities to self-select toys and resources, therefore, increasing their independence skills.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of her role in relation to safeguarding children and ensures parents are made aware of her responsibilities in relation to reporting any concerns. All household members are vetted to establish their suitability and the childminder has attended safeguarding training to level 3. These measures contribute substantially to promoting children's wellbeing.

Children play in a safe environment because the childminder effectively minimises potential hazards by conducting regular risk assessments within the home and while out in the local community. Comprehensive written records are kept of these risk assessments, enabling the childminder to review and evaluate them successfully.

Children benefit from a very well organised, safe and secure home environment where they can play and relax. Children have access to a large purpose built playroom that facilitates their comfort and enjoyment to optimum levels. The childminder provides a very child centred and fully accessible environment; that supports the needs of children who use wheelchairs and walking frames. Children independently select from a substantial variety of very well maintained resources that support their play and learning extremely well. The addition of pictorial and written labels on the containers that the toys are stored in was discussed, as a way to further increase children's independence. The well maintained and equipped garden adds to the excellent facilities that are provided for the children. These considerations provide children with an abundance of opportunities to learn and develop in conjunction with the excellent support they receive from the childminder.

Children evidently feel at ease in the setting, where the childminder ensures they all feel truly welcome. The childminder enthusiastically dedicates her time to the children, all of whom she knows exceptionally well. She plans activities and experiences according to their individual interests and needs in order to fully enhance their learning experiences. The childminder is fully committed to inclusion and values diversity and respects differences. She supports a number of children with learning difficulties and disabilities; effortlessly meeting their unique and complex needs. Children have access to a meaningful range of activities and resources that promote a positive view of the wider world and increase children's understanding of diversity, including a substantial selection of books in the inviting book area. Children acknowledge and celebrate various festivals and special days throughout the year, including a variety of Christian and non Christian celebrations.

Relationships with parents are excellent with a continual flow of information, which contributes significantly to children's progress and well-being. The childminder also works extremely well in partnership with local nurseries, schools and other

agencies involved in the care of the children; such as speech and behaviour therapists. This ensures excellent opportunities for continuity of care and learning for the children. The childminder values and encourages parent's views and comments on the setting. As such she provides them with questionnaires and requests written appraisals on a regular basis. A selection of these were sampled during the inspection visit and evidenced that parents are extremely happy with and grateful for the care their children receive.

The childminder demonstrates good levels of drive and ambition for improvement in the service she provides. She attends training on a regular basis, with the knowledge that this promotes and enhances the welfare, learning and development opportunities for the children in her care. To this end she has recently successfully obtained a Level 3 qualification in child care, learning and development.

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

Children are very happy and content in the childminders care. They obviously enjoy their time at the setting and receive excellent support and attention from the childminder, who is visibly dedicated to them. Children evidently feel secure and comfortable in their environment and have formed strong bonds with the childminder. This fosters their emotional well-being and helps them to achieve to their full potential.

The children's unique interests and needs are noticeably at the forefront of the childminder's excellent planning and assessment systems; which ensure their developmental needs, are met to a high standard. Children enjoy an abundance of resources and activities that help develop their communication and literacy skills. They have access to a substantial selection of story books and materials to practise their drawing and writing skills. In addition, the childminder skilfully interacts with the children, using pertinent methods, including frequent use of open ended questions, to effectively challenge children to think critically and to resolve problems for themselves. For example when enjoying a sticking activity and deciding whether to use the glue stick or self adhesive stickers.

Children are given excellent opportunities to develop their skills in numeracy and problem solving and have access to an excellent range of puzzles and board games that help them strengthen these skills. Younger children effectively count everyday objects and confidently use mathematical language, such as 'bigger' or 'smaller' when enjoying craft activities for example.

Children have access to a wealth of resources that support their development and skills for the future. They can utilize the laptop and camera daily and enjoy using the toy cash register and telephones in their role play activities. They gain great pleasure when playing in the 'Dark Den' tent; operating the various wind-up and battery operated torches and glow lights. Experimenting and learning how they work and enjoying this lovely sensory experience.

The childminder constantly praises the children's achievements big or small and actively encourages them to make decisions for themselves, which helps to build their self esteem and confidence. They are asked what sandwich filling they would like at lunchtime for example and given a choice of fruit to select from; which in turn helps them to make healthy choices and to learn about the benefit of a healthy lifestyle. They are activity encouraged to play in the garden and receive excellent support in understanding the benefits of taking part in regular exercise. They enjoy playing football with the two large goal nets, bought as a result of the children's interest in the recent World Cup games. They visit indoor soft play centres where children with disabilities can enjoy freedom from walking aids.

Children understand the need to wash their hands after using the toilet, animatedly talking about the germs that will give them a tummy ache, if they do not wash their hands before they eat their lunch, for instance. The childminder supports the children's health and wellbeing very well for the most part. She provides liquid soap and paper towel dispensers for them to wash their hands and has recently attended infection control, food hygiene and health and safety training. She has a valid first aid certificate in place, but due to exceptional circumstances; her assistant was unable to update his first aid training recently and therefore does not have a valid certificate in place. The childminder is aware of this failing and is in the process of rebooking training for her assistant.

Fire safety precautions are comprehensive and include emergency evacuation drills, which are regularly carried out, ensuring that children are familiar with the procedure in the event of a real emergency. The childminder keeps relevant documentation that promotes children's health and well-being; including written consent from all parents to seek medical advice or treatment in the event of an emergency.

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	1
The effectiveness of safeguarding	1
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

Outcomes for children in the Early Years Foundation Stage	2
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	2
The extent to which children make a positive contribution	2
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

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