

Inspection report for early years provision

Unique reference number	EY424495
Inspection date	13/09/2011
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 2011. She lives with her eight year old child in the borough of Croydon. Children have access to all areas on the ground floor and bedroom and bathroom facilities on the first floor. There is an 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, of whom three can be in the early years age range. There is currently one child in the early years age range on roll. The childminder also cares for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment for all children in her care and plans a familiar routine to help children feel safe and secure with her. She plans a generally suitable range of activities and opportunities for children in her care, which helps them to make sound progress in their development. Systems for observation and assessment are developing, enabling the childminder to give greater consideration to children's individual next steps. Close working partnerships with parents and others involved in the care of the children have been established. Most records required for the safe and efficient management of the setting are appropriately maintained. The childminder is developing her self-evaluation skills to enable her to assess the service she provides fully and therefore assure continuous improvement.

What steps need to be taken to improve provision further?

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

- carry out regular fire drills and keep records detailing any problems encountered and how they were resolved in a fire log book
- improve the risk assessment to include a review of the fire detection equipment on each level of the property
- consider ways to further promote children's health in relation to hand washing procedures
- extend systems for making assessments of children's progress so that observations are used more effectively to plan future learning experiences.

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 in her care. All adults in her home are suitably vetted and she has a written safeguarding policy in place. The childminder's home is well organised, enabling children to independently access the age appropriate range of toys and resources; which are clean and well maintained. The childminder minimises potential hazards in the home by conducting regular risk assessments. She has installed fire detection and control equipment in the form of a fire blanket, and a smoke alarm within the ground floor of the house, but has not considered the benefits of having a smoke detector on the first floor level of the property. Risk assessments are also carried out before embarking on outings to promote children's safety. An emergency evacuation procedure is in place, although evacuation drills have not been carried out with the children. This does not support their understanding of what to do should there be a real emergency.

The childminder keeps relevant documentation that promotes children's good health and well-being; including medication records and written consent from all parents to seek medical advice or treatment for children in an emergency. The childminder also holds a valid paediatric first aid certificate.

The childminder is clearly dedicated to the children and ensures they feel truly welcome in her home. She builds close relationships with parents and others involved in the care of the children and ensures that she gathers information she requires to meet the children's individual needs. Parents have access to relevant information about the setting, including written policies and procedures and are kept up-to-date about their children's development through daily verbal discussions and use of a daily diary.

The childminder is aware of the benefits of self-evaluation and of driving improvement in her knowledge. As such, she intends to undertake further training in the Early Years Foundation Stage in order to become more familiar with the framework and keep up-to-date with changes and developments. This will, therefore, enable her to continuously improve the service she provides.

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

Children are able to move freely and safely around the home because the childminder has effective safety precautions in place and supervises children closely. Children respond positively to the attention they receive from the childminder and show a sense of belonging. They have evidently formed close

bonds with the childminder which fosters their emotional well-being and helps them feel secure.

Children play and relax in a clean and tidy home, where generally suitable hygiene practices are in place promoting their health and welfare. However, the childminder does not always wipe young children's hands before they eat their snacks helping to support their health and an early understanding of good hand washing routines.

Suitable safety measures are in place, including use of safety gates and safety film on low level glass. Young children's understanding of keeping themselves safe is developing appropriately with support from the children and the implementation of effective house rules and boundaries.

Children are supported in their development of a healthy lifestyle as the childminder ensures their nutritional needs are met appropriately, in partnership with parents. They have regular opportunities to play in the secure garden and enjoy regular trips out in the fresh air.

The childminder is developing a sound knowledge of the learning, development and welfare requirements in line with the Early Years Foundation Stage, which enables her to provide a generally suitable curriculum for the children, based on their interests and needs. As a result, children are making steady progress in their learning in relation to their capabilities and starting points.

The childminder makes observations of children's achievements and is growing in her confidence in linking these to the six areas of learning. The childminder then uses these assessments to think about relevant experiences for future learning activities to further promote children's development. The childminder is still adapting these systems and is aware that further development is necessary to ensure that they are fully effective.

Children receive great affection and support from the childminder and are very happy and settled in her care. The childminder responds warmly to the children and supports their learning with lots of praise and encouragement. Children are developing well in their early language and literacy skills. They enjoy visiting the local library for rhyme time and to borrow books and enjoy learning new songs with the childminder. Early mathematics and problem solving skills are developing well, as children are encouraged to count everyday objects, such as the construction blocks and stacking beakers.

Children explore their surroundings and become active and inquisitive learners as they learn about the world around them when visiting local parks and children's farms. They are given opportunities to enjoy art and craft activities, such as painting and sticking and enjoy exploring different mediums, such as play dough and corn flour. Children have access to several toys that help them develop their skills for the future, including several wind-up and interactive toys. Children also attend local toddler groups, which enables them to socialise with other children in the wider community and extends their learning opportunities. This gives them opportunities to extend their social skills, such as learning to share and take turns,

which also builds their confidence and self-esteem.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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