

Inspection report for early years provision

Unique reference number	124211
Inspection date	18/10/2011
Inspector	Pamela Paisley
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1992. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband in South Croydon within the London Borough of Croydon. The whole ground floor and one bedroom and bathroom facilities on the first floor of the childminder's home are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age group. She is currently minding three children in the early years age range.

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 enables them to make good progress in their learning and development. The childminder's motivation and good organisation ensure that children are happy and have positive experiences. Play materials and resources provided promote most areas of learning. Children are well cared for in a secure environment where their safety is given high priority. Most required policies and procedures are in place and, overall, the childminder uses systems for observations and assessments reasonably well to plan for children's next steps of learning. The childminder is committed to improving the service she provides by going on relevant training courses to enhance her knowledge and understanding of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- devise and implement a procedure to be followed in the event of a child going missing. 25/11/2011

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

- develop observations and assessments to clearly show children's next steps of learning
- improve the range of programmable toys, including play materials and resources that reflect positive images of culture and disability.

The effectiveness of leadership and management of the early years provision

The childminder has completed relevant training to make sure she has up-to-date child protection knowledge. She has good safeguarding procedures in place to follow should she have concerns about a child in her care. Partnerships with parents are well established and the childminder gives parents' detailed information about their child's achievements on a daily basis. Photographs are shared with parents so they are kept up-to-date with their children's progress and the type of activities they take part in. The childminder has built strong links with other provision where her minded children attend to ensure that information is regularly shared and used to promote their learning, development and well-being. The childminder has started to evaluate her provision to improve outcomes for children. She is committed to making further improvements and intends to go on further training courses to enhance her knowledge and skills. The childminder has made improvements to the service she provides. Since the last inspection she has improved her record keeping and made sure that all necessary written parental consent is in place and accurate details are kept of accidents.

Most policies and procedures which are required to promote the welfare and care of children are shared and discussed with parents, although the childminder has not yet devised a procedure to be followed, in the event of a child going missing. The childminder's home is child centred and play materials are very accessible to promote independence. The childminder has a good knowledge of each child's background, and promotes inclusion for all children through keeping thorough records of each child's individual needs and all aspects of their progress. Children play with a wide range of stimulating play materials that are age appropriate. Children are learning about diversity through books and discussions with the childminder, although have limited access to play materials that reflect positive images of culture and disability. The childminder carries out rigorous risk assessments throughout her home and on outings to ensure children's safety. Suitable safety equipment such as Stair gates, smoke detectors, socket covers and a fire blanket are in place to protect children from possible hazards.

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

Children are cared for in a stimulating and calm environment where they are happy and settled and making good progress in their learning and development. The childminder plans a wide range of activities and experiences that takes into account children's ages and stages of development. They have a very close and trusting relationship with the childminder who makes sure that they have individual attention throughout the day. The childminder carries out observations and assessments, although she has not yet fully developed systems to clearly show how children's next steps are planned for. Children have good opportunities to explore their ideas and feelings through a good variety of creative activities. Children enjoy listening to and dancing to music. They are learning new sounds as

they play musical instruments such as maracas, tambourines and a piano. Children enjoy using their imagination in role play and have great fun dressing dolls and pretending to feed them with play food. Children have good access to different types of arts and crafts materials and have great fun creating their own pictures and collages. Children have good opportunities to learn about the world around them. They love learning about different animals and enjoy looking for snails, slugs and squirrels in the childminder's garden and while on walks in local parks. Children are able to build and construct with a wide range of bricks, although have limited access to programmable toys to support their learning.

The childminder provides good opportunities for physical play through well-planned indoor and outdoor activities. Children visit a number of groups and parks where they can practise skills such as balancing, climbing and crawling. Children show a good understanding of the importance of healthy eating and make healthy choices at snack and meal times. Fresh fruit and drinks are left out throughout the day so they can help themselves. Children are developing good mathematical concepts. They are able to count up to ten and beyond and are learning how to match and sort objects into pairs. Children are becoming good communicators and enjoy conversations with each other as they play together. They delight in choosing books for the childminder to read and singing along to their favourite nursery rhymes which promotes their language. Children are developing good levels of independence as they choose their own play materials and make decisions about activities they want to take part in. They are learning how to hang up their coats and put on their own shoes and becoming independent in their personal care. Children are developing good social skills as they enjoy playing together. They have good opportunities to mix with their peers at various toddler groups where they can take part in a wide range of messy play activities. They regularly go to the library where they can choose and borrow their own books and take part in singing action songs.

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