

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431439
<b>Inspection date</b>	04/01/2012
<b>Inspector</b>	Rebecca Khabbazi

<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.

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 2011. She lives with her husband and two children, one aged six years and the other aged one. The childminder's husband works with her as an assistant. The family lives in a three bedroom house in a residential area of Old Coulsdon, within the London Borough of Croydon. The downstairs of the house is the main area used for childminding. A garden is available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When she is working on her own, she is registered to care for four children under eight years old, two of whom can be in the early years age range. She can provide overnight care for one child under eight years old. When working with her husband, the childminder is registered to provide care for six children under eight years old, five of whom can be in the early years age group. There are currently four children on roll, who are all in the early years age group.

The childminder is a member of the National Childminding Association. The childminder is also a qualified teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully supports all areas of children's welfare and development. Well-established relationships with parents and other carers ensure that children settle quickly and experience continuity of care. Children make good progress in most areas of their learning, given their age, ability and starting points. They are safe and well cared for at the setting. The childminder's paperwork is well organised and comprehensive overall, and she is committed to developing and improving her provision. She regularly reflects on the service she provides and is responsive to the needs of the attending children and their families.

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

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

- extend opportunities for children to develop skills in using information and communication technology
- record details of regular fire drills in a fire log book including any problems encountered and how they were resolved

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

Children's welfare is effectively safeguarded. The childminder attends relevant safeguarding training and is familiar with the procedures to follow if she has concerns about a child in her care. She makes sure that the required documentation that supports children's health, safety and well-being is in place and is kept up to date. She uses resources well to create a welcoming, child-centred environment for childminding. Children can easily access a wide variety of good quality toys and play materials that are suitable for their age and needs.

The childminder works closely with parents to make sure she has a thorough understanding of each child's background and needs. This helps ensure that children settle in quickly, and equality and diversity are promoted. She adapts care where needed, for instance, to fit in with individual routines, or so that younger children can play alongside those who are older. Parents are kept well informed about their child and the provision through a daily journal, verbal discussions, progress reports and newsletters. The childminder also makes sure she builds links with other providers where children attend more than one early years setting. For instance, she meets with nursery teachers to share information and agree targets for the term.

The childminder makes use of feedback from parents as well as links with other childminders to monitor and evaluate her provision. She strives to continually develop the service, and actions taken are well chosen to improve outcomes for children. For instance, she updates systems for observation and planning, and makes good use of local training opportunities to continually develop and update her childcare skills.

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

Children are confident and settled in the childminder's home. They show a strong sense of belonging as they independently move around the areas used for childminding and help themselves to toys and play materials. Children learn to keep themselves safe when they remember that if they run inside they might hurt themselves, and when they help tidy the toys away when they have finished their game. They take part in fire drills so that everyone can act quickly in an emergency, but, at present, the childminder does not keep a record of this practice. Children adopt simple good hygiene routines when they wash their hands before they eat or after they sneeze. The childminder takes careful precautions when she changes nappies to help reduce the risk of cross-infection. Children play outside every day as part of a healthy lifestyle, enjoying the fresh air and exercise. They benefit from regular freshly cooked meals that meet their nutritional needs, and are eager to choose some blueberries and bread sticks to eat at snack time.

Children have good relationships with the childminder, who is warm and

responsive towards them and attentive to their needs. They take part in a wide range of activities and experiences that support their development and help them make good progress in all areas of learning. The childminder makes regular assessments of children's achievements and uses these effectively to identify next steps and plan future experiences. Children enjoy daily outings, to socialise with other children at a playgroup, for example, choosing books and joining in with rhyme time at the library. Their early language skills are fostered when they join in with conversations or cuddle up for a story. They learn skills for the future when they draw and make marks, count the stairs as they walk down them or work out where the pieces fit in their puzzle. They use some interactive toys and equipment as they play, but, at the moment, opportunities for children to develop skills in using information and communication technology are not fully developed. Children find out about the world around them during walks in the park or on visits to the farm. They use their imagination when they play with the figures in the rocket ship, or paint and make things during a craft session. They join in with songs enthusiastically and are eager to get the music box out. Children benefit from a balanced day that is planned around their individual needs, and enjoy their experiences at the setting.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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