

Inspection report for early years provision

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Inspection date	06/03/2012
Inspector	Lisa-Marie Jones
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 1981. She lives with her husband in the Croydon area of Surrey. The whole ground floor of the childminder's house is used for childminding, with rest facilities available on the first floor. There is a fully enclosed garden 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 three children aged under eight years. There are currently two children on roll in the early years age group. The childminder speaks fluent French and English and supports children with English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's knowledge of each child's needs helps her to promote children's welfare and learning appropriately. She maintains all required documentation and has developed some further documentation to assist her in the safe and efficient management of her provision. Children's safety and security is promoted. Children enjoy learning through play and have opportunities to learn about their local area and the world around them. Observation and assessment methods are not fully effective in identifying where children are in their learning and as a result, planned activities do not always further children's progress. Self-evaluation is sound and the childminder demonstrates capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the record of risk assessment to include outings
- improve systems for observation and assessment to inform planning for children's next steps and share information with parents about their learning
- improve systems to review and assess practice in order to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder understands her role and responsibilities to safeguard children's welfare. She has appropriate procedures to follow in the event that she has any

concerns about a child's well-being. The childminder has attended training to further her knowledge of safeguarding issues. Risk assessments are completed and as a result potential hazards are identified and minimised to promote children's safety in the setting. Clear records are made of these assessments. Although risk assessments are completed before they embark on any outings the childminder has not considered the benefits of recording these to aid future reviews.

Activities and arrangements promote inclusivity as well as independence. Children enjoy a range of practical learning opportunities to help them to value diversity. For example, they explore cultural differences when celebrating festivals.

Children have access to a basic range of toys and activities which they can choose freely. Outings to local groups and parks provide them with additional opportunities to be physically active, creative and socialise with others. Parents and carers are welcomed and relationships are positive. The childminder shares information with them through discussion and a daily contact book. However, as the observation and planning systems are still in their early stages parents are not fully involved in this aspect of their children's learning. The childminder is aware of the need to have good partnerships with other early years provision children attend but currently does not have any children attending who receive care elsewhere.

The childminder self-evaluates her practice satisfactorily. She is aware of her strengths and has identified some areas for development. However, she does not seek the views of parents to help her bring about improved outcomes for children. She has access to resources to enable her to keep up to date with new developments, in general, regarding childminding and ensures she responds to any changes in legislation. Since the last inspection she has met all recommendations set. Consequently, the childminder demonstrates a satisfactory capacity to improve.

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

Children are generally happy and settled and explore the range of toys available to them independently in the dedicated playroom. On the whole planned activities are balanced and meet the needs and wishes of the children. The childminder loosely plans play activities with the interests of children in mind. Observation and assessment is in the early stages as the children have only attended for a short time. However, the childminder's systems do not take account of children's starting points or use information gained from assessment or parents to help plan children's next steps for development securely.

The childminder encourages children to share and take turns. She uses appropriate techniques to manage behaviour; consequently children are beginning to learn to make good relationships with each other. Communication and language development is promoted by the childminder who asks questions and encourages

the children to respond. She repeats words back to them to reinforce language. They have opportunities to explore books both in the home and make use of the local library on a regular basis. Children with English as an additional language are supported to make progress as the childminder makes sure she uses familiar words and visual communication with them.

Children like to be active. They enjoy local walks and dance with enthusiasm to music and songs the childminder sings. Number songs are used to encourage children to count and they also count as they play. Children successfully manipulate tools, such as scissors. They use materials, such as glues and paints, to produce craft creations that are displayed. They are developing their skills in recognising colours and shapes through a basic range of colour and shape sorting activities with support from the childminder. They are further developing their skills with the use of puzzles and sit and concentrate well to complete them.

Children are adopting appropriate personal hygiene habits through hand washing routines and are developing good manners and social skills. They are learning about healthy eating and making healthy choices and there are posters displayed to remind children to wash their hands and examples of healthy fruits they can enjoy. Children show they feel safe because they have close relationships with the childminder. They approach her and seek comfort if they need it. They move around confidently to select toys and activities. This is enabling children to enjoy their time in the setting, and achieve and develop appropriate skills for future learning.

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