

Inspection report for early years provision

Unique reference number	124850
Inspection date	14/03/2012
Inspector	Denys Rasmussen
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 has been registered since 1992. The home is situated in South Croydon in the London Borough of Croydon. The whole of the ground floor is used for childminding. 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. The childminder is registered to care for a maximum of five children aged under eight years and of these three may be in the early years age group. There are four children on roll, all of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The experienced and caring childminder provides a relaxed and secure environment where children are safe and valued as individuals. Generally, resources support children's learning and development well. The childminder has fostered good relationships with parents and other settings the children attend to provide consistency of care and education. Effective implementation of policies and procedures ensure children are well safeguarded and most parental consents are in place. The childminder's capacity for sustained improvement is good due to her reflective self-evaluation.

What steps need to be taken to improve provision further?

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

- obtain written parental permission for children to take part in outings
- provide positive images to develop children's understanding of special educational needs and/or disabilities

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding issues. She is clear about the procedures to follow if she were concerned about a child's welfare. Her use of on-going risk assessment and careful supervision mean that children play in a safe and secure environment. Comprehensive policies and procedures underpin the safe and efficient management of the childminding service. The childminder maintains all required documentation well and has successfully addressed the recommendation made at her last inspection. The childminder's extensive

experience of working in a home environment allows her to be reflective about her service. For example, she has ensured she meets all the welfare requirements and has registered her provision with environmental health services. This demonstrates her capacity to build further upon her existing good practice.

The childminder actively promotes equality and diversity. She acknowledges each child as an individual and treats everyone with equal care and consideration. She encourages the children to use sign language when they watch a children's television programme. She is careful not to gender stereotype her toys and activities and makes them easily available to all. There is some positive imagery within her good quality play resources that challenge children's thinking and help them to embrace differences. However, positive images to help them develop their understanding of special educational needs and/or disabilities are not so readily available.

The childminder works in partnership with parents and other settings the children attend, to identify and meet children's changing needs. The childminder shares her portfolio with parents so they have a clear understanding of the service provided. Informal daily discussions, which are supplemented by a written journal for the youngest children, help to share information about their day and promote consistency of care. The childminder respects parents' wishes and all appropriate consents are in place with the exception of consent for the children to attend outings. Parents are very happy with the service provided. They report that the childminder is 'central' to their child's upbringing, by providing 'emotional support, moral guidance and education'. They comment that the children have 'many opportunities to play creatively' and their 'physical needs are well met'.

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

The childminder makes regular observations of children. She uses these successfully to assess their development and to consider where they need further support. She uses her resources to plan activities that fully support children's learning and development. Children are very happy with the childminder and are confident as they move around the rooms, showing they feel safe and secure. Furthermore, children's emotional well-being is supported well as the childminder follows their home routines and makes sure any comforters are available. Children are cuddled often and the childminder intuitively meets their individual needs. Boundaries are clear and consistent so children learn to behave well. They know that rules, such as not climbing on the furniture, are there to keep them safe.

Children play imaginatively and enjoy crawling through and hiding in the tent and tunnel. They measure ingredients when baking and count the bricks as they build a tower. They learn to take turns when completing a floor puzzle together and problem solve when pressing the right button on a toy to make a noise. Language development is supported well. The childminder responds to children's gestures

and noises and repeats what they say. She makes time for a story at the end of the day and supports children to read the books they bring back from school. Children are taken to groups to promote their social skills and regularly practise self-help skills such as putting on their own socks and shoes.

Children benefit from the effective measures the childminder implements to ensure good standards of hygiene and reduce the potential for cross infection. Children have separate changing facilities and hand washing is part of the children's normal daily routine. Children are encouraged to have healthy lifestyles. They are offered healthy meals and snacks and encouraged to choose fruit and vegetables when out shopping. The childminder uses this opportunity to talk about children's likes and dislikes, what is healthy to eat and why. Children are encouraged to prepare their own food, such as making sandwiches or chopping vegetables, promoting independence and life skills. Regular physical activity is encouraged by visiting local parks and attending physical play centres. Children clearly enjoy being with the childminder. Their creativity is nurtured through resources and experiences the childminder provides to spark imaginative play. They enjoy dancing, singing and accessing art and craft materials to make their own creations.

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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