

Inspection report for early years provision

Unique reference number	EY290465
Inspection date	16/03/2012
Inspector	Gillian Cubitt

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 registered in 2004. She lives with her children, one adult son and one son of school age. They live in a house in New Addington in the London Borough of Croydon. There are small steps and slightly sloping access to the home and there is parking outside. It is close to schools and parks, as well as public transport services. The whole of the ground floor of the childminder's house is used for childminding and there is an 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 three children under eight years old, two of whom can be in the early years age group. The childminder currently has one child on roll in the early years age group. The childminder attends toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in a secure, homely environment where the childminder recognises their individuality and suitably meets their needs. Systems are in place to help ensure children are safe inside and outside the home, although the childminder does not record risk assessment. There are sound systems to work with parents and other agencies who are involved with children's welfare and development. The childminder supports children's satisfactory progress by providing appropriate toys, although she is not making effective assessments of children's progress to inform individual planning. The childminder has recently started to mind, is keen to develop her service and demonstrates sound capacity to maintain continuous improvement. She is taking some reasonable steps to evaluate her provision to make changes that will improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the arrangements for observations and assessments so that they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs (for LD2 Educational programmes) 15/04/2012
- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Suitable premises, environment and equipment) 15/05/2012

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

- improve reflective practice and self-evaluation to identify the setting's strengths and priorities for development and continually look for ways to improve outcomes for every child.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children because she is appropriate in her supervision. She follows her clear, written procedures if she has concerns for a child. She ensures all adults who have access to children have the appropriate checks. She also carries out visual, risk assessments of her home so that it is safe and secure. However, these checks are not recorded, which is a breach of a specific legal requirement. Other policies and documentation that supports children's welfare, are in place.

As the childminder has recently started to mind children in the early years' age group, she is developing her systems to observe and assess children. However, she does not have effective systems in place to plan for each child's continuing development through play-based activities. This is a requirement of the framework of the Early Years Foundation Stage. The childminder is linking in with others to support her desire to improve her service. Her system of self-evaluation is in its early stages and, at present, she is not monitoring the impact that her improvements have on children's achievements.

The childminder suitably organises her day around the needs of children to play and to have time to enjoy their meals and rest. She has a suitable selection of toys and resources and uses these adequately to support children's learning. Parents and carers feel confident that their children are safe and happy as the childminder provides individual care. She ensures she gains useful information, such as medical and dietary requirements, which enables her to meet children's needs. Parents receive quality information about the service the childminder provides together with copies of her policies. The childminder informs parents of their children's day through discussion. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder has previous experience of working with others to support children's welfare. She is aware of the requirements to liaise with other professionals where children require extra support.

The childminder's home is inclusive and welcomes all children. They are happy, secure and valued and have equal access to resources and activities. A suitable equal opportunities policy shows that the individual needs of all children are, overall, soundly met. The childminder appropriately meets children's cultural needs, making them feel at home, by talking to them in their language they hear at home.

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

Children are happy and settled and they develop self-esteem and confidence. This is because they relate suitably to the kind nature of the childminder, who makes children feel safe and secure. They are developing their independence as they explore their surroundings. They enjoy toys that are appropriate to their age and stage of development and access these easily. For example, they move large, coloured beads as the childminder counts with them. They delight at the variety of books and listen carefully as the childminder reads the stories. Children eagerly turn pages and return to the books later to have another look. As a result, children's early love of stories and reading is developing suitably. Children also have opportunities to make marks with crayons and interactive toys help them to develop an understanding of technology. As a result, children gain appropriate skills for the future.

The childminder is mindful of providing children with a variety of activities that stimulate their learning and development. She gives children her whole attention as she sits on the floor to play, listening and interacting with them soundly. However, the childminder does not use her observations of what children do to enable her to plan to engage them in challenging activities to support their progress. For example, very young children enjoy their lunch, taking their food by spoon from the childminder while sitting on her lap. However, this does not effectively challenge children's desire to be independent and participate more with the dining experience. The childminder helps children's communication by chatting to them and encouraging them to say simple words. She also supports children's physical development by providing walkers to aid their first steps. Children learn about differences in others by visiting local groups where they meet other children and access diverse resources. Children learn to be sociable and adopt appropriate behaviour through the childminder's gentle guidance.

The home environment satisfactorily supports children's health. All play areas are clean and children eat healthy snacks, meals and have regular drinks. They also enjoy outings to local parks. The childminder is also organising her garden to enable children to have access to the wider space and the apparatus that this provides. Children feel appropriately safe as they give the childminder cuddles and turn to her, knowing that they will receive support. Children are secure, because of the appropriate, safety equipment the childminder installs, as well as fire detectors and emergency evacuation plan. When on outings, young children stay close at all times.

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

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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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (records to be kept, risk assessments) (Suitability and Safety of Premises and equipment) 15/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (records to be kept, risk assessments) (Suitability and Safety of Premises and equipment) 15/04/2012