

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY435955       |
| <b>Inspection date</b>         | 24/04/2012     |
| <b>Inspector</b>               | Sandra Jeffrey |

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|------------------------|-------------|
| <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.

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## **Description of the childminding**

The childminder was registered in 2011. She lives with her husband and two children aged four years and 22 months old. The family live in a three bedroom house in Shirley, in the London Borough of Croydon. The whole of the home is registered for childminding. The downstairs is the main area used by children. There is a fully enclosed garden for outside play. The family have a cat and some fish as pets.

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, one of whom may be in the early years age range. There are currently two children in the early years age range on roll. The childminder is also registered to care for one child under eight years overnight.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides a relaxed and welcome environment and effectively meets the needs of the children helping them to make good progress in their learning and development. The childminder recognises each child's individuality, ensuring that inclusive practice is successful. She is enthusiastic and works earnestly to establish and maintain good partnerships with parents. The childminder organises her provision well, in the main. She reflects on her practice and successfully recognises her strengths and areas for development, resulting in a setting that is responsive to all users' needs.

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

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

- consider the arrangements for ensuring the downstairs play area is safe before use
- improve fire safety precautions in relation to emergency evacuation from the first floor.

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

Children are effectively safeguarded by the childminder, who has a good understanding of child protection policies and procedures and treats children's welfare as paramount. She has efficient procedures in place, in case of an emergency and in the event of a child being lost or not collected, all of which

contributes to children's safety.

Children's well-being is further promoted because the childminder implements generally efficient risk assessments, both in the home, and when out with the children. Although, on the day of the inspection it was observed that an electrical socket was exposed, therefore presenting a hazard. Monthly written records are kept of risk assessments, enabling the childminder to review and evaluate them.

The childminder organises her home to maximise children's comfort and enjoyment. Children evidently feel at ease in the very child-centred environment, which is clean, bright and welcoming. As a result of the childminder's good organisation, children are able to independently select from the high-quality range of resources and have excellent sleeping facilities in the dedicated bedroom.

Generally suitable fire safety precautions are in place, including two smoke alarms which are tested on a regular basis and a fire blanket in the kitchen. An emergency evacuation plan is in place and is practised every month with the children, thus supporting their understanding of what to do, should there be a real situation. However, the childminder was unable to locate the keys for the first floor window. This does not fully promote children's safety in the event of an emergency.

The childminder has a positive attitude towards diversity and values children's unique differences. She gathers relevant information and works closely with parents to meet children's individual needs. The children have access to a varied range of resources of a multicultural nature, including books, multicultural cooking equipment and play food and music. These considerations help to promote a positive view of the wider world and increase children's understanding of diversity and difference.

Parents receive excellent information about the setting and their children's achievements. The effective systems the childminder has implemented, including daily verbal communication, contact books and three-monthly reviews, all contribute significantly to the effective management of the setting. The childminder understands the importance of sharing information with the other settings children attend in order to ensure continuity of care.

The childminder effectively evaluates her service and reflects on areas for improvement, taking into account feedback from parents and the children's interests and needs. The childminder understands the value of ongoing training in order to continuously improve the service that she provides and is committed to continual development of her knowledge and skills within the Early Years Foundation Stage framework.

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

Children have evidently formed close bonds with the childminder, including children who are new to the setting, which fosters their emotional well-being and

helps them feel secure. This builds their confidence and self-esteem and enables them to flourish and develop.

The childminder is responsive to the children's needs, enthusiastically devoting her time to them, thus enhancing their sense of well-being and emotional stability. The childminder talks to children about helping to tidy up and road safety, as part of them taking responsibility for their own safety. This also helps to promote children's independence and self help skills.

Children are content as they roam around the setting, helping themselves to the toys that have been carefully set out for them, and confidently asking for other toys they may require. For example, they enjoy playing with the cars and toy tools, enthusiastically imitating the noisy engines and hammering and drilling, with good support and praise from the childminder.

There are good opportunities for children to develop mathematical skills during every day activities, such as when helping to set the table and discussing the shapes of biscuits at snack time. They are encouraged to develop a love of books and reading, with regular trips to local libraries, where they are encouraged to select books they would like to take back to the setting and share with each other. Children listen intently as the childminder reads to them, joining in with fun interactive puppet books provided by the childminder to 'bring stories to life'. Children enjoy daily trips out to encourage their learning and development in different environments, such as local toddler groups, children's centres and parks. Here, they have opportunities to explore and practice their larger physical skills, for example, on ride-on toys, large outdoor play equipment and sand pits, all under the close supervision of the childminder. Children also have good opportunities to take part in creative activities, such as junk modelling and spontaneous role play and dressing up. The children enjoy these activities, which simultaneously build their confidence and self esteem.

Children's development records are detailed and show how hard the childminder works to meet children's individual needs. The observations are linked to the six areas of learning and next steps are well identified, in the main. The childminder is in the process of evaluating new children's next steps, to monitor their progress towards the early learning goals.

Children are supported in their development of a healthy lifestyle, as the childminder ensures their nutritional needs are met appropriately, in partnership with parents. Children enjoy sorting the packages for recycling, helping to develop their understanding of the wider world. All these considerations foster the children's emotional well-being, enable them to develop good skills for the future and help them to achieve to their full potential.

## 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

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| <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

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| <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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|--|---|
| 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

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| <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