

Inspection report for early years provision

Unique reference number	EY434948
Inspection date	03/05/2012
Inspector	Pamela Bailey

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 was registered in 2011. She lives with her husband and son aged two years in the London Borough of Croydon, close to shops, schools, parks and public transport links. The whole of the childminder's home is used for childminding. There is a communal garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years at any one time; of these, no more than two may be in the early years age range. She is currently minding four children in this age group, some of who attend on a part-time basis. The childminder regularly takes the children to the local park and attends several children's groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit greatly from a child-focused environment, which reflects their individual needs, interests and achievements. Systems to support children through observation and assessment are well established. Overall, effective arrangements exist to ensure children's safety and promote their good health. However, the childminder is in breach of one of the specific legal requirements relating to documentation. Strong links with parents help to involve them in their child's care and learning. The childminder demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action following a review or incident. (Documentation) 17/05/2012

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

- provide regular opportunities for children to practise the emergency evacuation procedures so that they become familiar with the routine in the event of an emergency
- improve the range of resources that reflect positive images of disability.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of safeguarding children issues. She is aware of her role and responsibility to promote children's welfare. Regular risk assessments indoors, outdoors and on outings enable the childminder to identify and address any potential hazards. This ensures that children can play, learn and explore without danger. Although the record of risk assessments does not include all information as stated in the specific legal requirement, this does not have a significant impact on children's safety. The childminder's home is clean and well kept. There are consistent procedures in place to promote children's good health and prevent the spread of infection.

The childminder has effective systems in place to monitor and assess her provision. Since registration, she has installed a climbing frame in the outdoor communal area. This is used to help children who are less confident improve their physical skills. She has also become a member of a childminder's forum which enables her to gain ideas about best practice. The childminder recognises that aspects of her service can be developed, and has taken positive steps to secure training on the revised Early Years Foundation Stage. This demonstrates the childminder's ability to drive and secure improvements, and her willingness to plan for future changes.

The childminder makes good use of the available resources. For example, trips within the local community and visits to children's groups are used well to achieve the planned goals. The childminder is enthusiastic about what she does and arranges her home effectively to promote children's learning and development. She provides a good range of age-appropriate equipment, toys and resources, some of which reflect positive images of different culture, religion and gender, and, to a lesser extent, disability.

Positive relationships have been fostered with parents, ensuring each child's needs are met. The childminder shares information about the service she provides with parents through her written policies and procedures. Parents are kept well informed of their child's progress through discussions, daily contact diaries and the children's learning profiles. There are currently no children on roll who attend other settings or need support from other agencies. The childminder is aware of the need to work in partnership with others, should the need arise. Parents are actively involved in decision making through the use of questionnaires. Parents comment very positively on safety, cleanliness, routines and foods, and their involvement with their children's learning through continuing activities at home.

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

The childminder closely observes children's play and evaluates their learning. She uses this to identify and plan a wide variety of purposeful, stimulating and fun activities for children, which will support further development. Consequently, children engage in activities that sustain their interest and help them develop skills for future learning. Children have formed strong attachments to the childminder and well established routines help them to feel safe and secure. They enjoy lots of warmth and affection through hugs and cuddles. Children eagerly explore their surroundings and participate in activities on offer. They are developing positive relationships playing alongside their friends, sharing resources and taking turns. Children behave well. They listen and respond positively to the childminder's guidance and advice, which helps them to develop an understanding of how to keep themselves safe. Their understanding of safety is enhanced further, as they practice road safety when out and about in the local community. However, children have less opportunity to practise the emergency evacuation procedures, in order to familiarise themselves with the routine to be followed in the event of an emergency.

Children show a good awareness of effective personal hygiene routines and self-care skills from an early age. For example, children demonstrate good hand washing skills before and after eating and after a nappy change. Children benefit from healthy meals and snacks. They enjoy a range of fresh fruits where simple mathematical concepts, such as colour and shape are woven effectively into the children's learning. Fresh drinking water is readily available for children to help themselves, which encourages them to think about their own needs. Children take part in a vast range of physical activities inside and outside the home that contribute to a healthy lifestyle. They develop new skills as they learn to use climbing frames and wheeled toys. They are able to manoeuvre themselves through, over and around obstacles when visiting the soft play area.

Children are supported well to develop their communication skills. The childminder talks to children at all times, using appropriate questioning techniques to the children's level of understanding. Children thoroughly enjoy listening to stories and use books with confidence. They eagerly participate in singing familiar nursery rhymes and dancing. Children's understanding of the society in which they live is beginning to develop through stories, celebration of different festivals and play resources. Trips to the local parks and farm increase their understanding of different animals and how they live. Children demonstrate secure knowledge of how to operate interactive programmable toys and take pleasure in displaying their skills. Children take part in a varied range of art and craft activities where they are able to express their creativity and explore a variety of different textures. For example, they mould dough, use different materials to create pictures and apply paints in a variety of ways. The childminder supports children to recognise the changes that occur when two colours of paint are mixed together.

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	3
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

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