

Inspection report for early years provision

Unique reference number	EY435985
Inspection date	12/05/2012
Inspector	Elizabeth Mackey

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 2011. She lives with her husband and two adult children in a house in a residential area in the London borough of Croydon. Children have access to the lounge, dining room, and upstairs bathroom. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of four children under eight years, of whom no more than three may be in the early years age group. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently childminding three children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and stimulating environment and meets children's welfare and learning needs well. Children settle quickly and make good progress in all areas of their development. The childminder offers a wide variety of learning and play opportunities. She encourages children to make choices and develop their independence. Overall, there are effective systems in place for assessment and tracking of children's progress and there are effective systems in place for partnership with parents and others. A reflective approach to self-evaluation enables the childminder to successfully evaluate her provision in its early stages. She has good organisation skills and demonstrates a commitment to on-going development to ensure sustainability and maintain continuous improvement to the outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the system for planning to provide a clearer link to the next steps for children in each of the six areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her safeguarding responsibilities. The procedures for safeguarding children are detailed and available in a written policy, which the childminder shares with parents. It outlines clear procedures for dealing with any safeguarding concerns, including referrals to the correct agencies. The childminder provides written copies of her policies to parents, which ensures transparency of her working procedures.

The childminder provides a safe, stimulating, and comfortable environment, which

reflects children's backgrounds and the wider community. She undertakes risk assessments to minimise any potential safety hazards. As an extra precaution, she completes a daily checklist to identify any new hazards. The childminder has a clear approach to managing children's behaviour. She uses positive age-appropriate strategies and good techniques to detract from any minor issues. Furthermore, she ensures the activities are prepared in advance so the children do not become bored or restless. The setting is well organised, with ample space for the children to move around independently. The childminder interacts with the children warmly and consistently and she enables opportunities for self initiated play. The childminder has an equal opportunities policy and she reflects aspects of the children's cultures in her setting. She displays children's photographs and impressive artwork. She provides resources and activities, which positively reflect the diversity in society to help children to develop their knowledge and understanding of the world. For example, the children are currently learning about summer and activities link to the weather and the climate in other countries. The childminder introduces the children to foods and fruits from different countries through books and activities. The childminder is developing strong partnerships with the parents and other settings. She obtains pertinent information about the children's needs to fully support their inclusion. She aims to meet children's individual needs, interests and the next steps in their development; however, the planning does not always reflect this. The childminder, in partnership with parents, introduces the children to new experiences, for example attending toddler groups and trying new activities. These opportunities help the children to get used to the setting and routine, helping them to feel secure.

Information for parents about the setting is on display and a well maintained daily record keeps parents and carers up to date with the daily events, including children's care and general wellbeing. This provides an additional way for adults to share information and it enhances consistency for the care of the children. The childminder makes pertinent observations of children's progress and development. The development files are available for parents to see. The childminder welcomes parent's views in various ways and they report they are happy with the progress their child is making. The childminder has started childminding fairly recently and she has made a good start. She attends relevant training and demonstrates a strong commitment to further development through her self evaluation.

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

The childminder is developing strong and caring attachments with children. They are happy, settled and demonstrate a sense of belonging in this inclusive setting. Children are confident and clearly make their needs known, for example choosing activities and deciding what they would like to eat for lunch. Children enjoy playing in a well equipped dedicated play room. The childminder organises it well to encourage the children to be active and independent learners. To encourage children's love of books, there is a cosy reading area with soft furnishings and a lovely range of good quality books.

Children behave well, responding positively to the boundaries and routines in place. Activities are well thought out and levelled appropriately, so all children can take part. Children enjoy frequent outings in the local community, which helps them to develop their knowledge and understanding of the world and develop their physical skills. For example, they visit local parks and a local children's centre. Future planning includes a visit to an allotment, to foster the children's interest in growing things. Children have individually planted and are nurturing tomato plants. To compliment this activity there is a wall display, which charts the height and specific measurements of their plants. This promotes children's understanding of size and numbers as well as their knowledge of the life cycle of plants. The children have also been learning about the life cycle of a caterpillar and their themed artwork is proudly on display. There is a great sense of fun in the setting and the children are engaged in the activities. They share good relationships with one another and they welcome the positive input of the childminder.

Children learn about the importance of making healthy choices and trying new foods. They learn about the food and its origin. When enjoying a story involving fruits they are encouraged to feel, taste and smell the fruit. Children learn how to keep themselves safe through the clear boundaries in place. Children practise good hygiene routines and are aware of the need to clean their hands before eating. They are encouraged to help tidy up the toys and takes care of the resources, giving them a sense of responsibility. There is an effective tracking of children's progress towards the early learning goals. Their progress record includes lovely photographs of the children enjoying a wide range of activities as well as photographs of their family. The childminder supports children's communication, language, and literacy in her setting. For example, when she observes a notable improvement in children's communication, she provides relevant activities for example singing familiar songs and rhymes. Children enjoy good relationships with the childminder and show they are comfortable in her care. There is a wide range of resources available to promote children's problem solving and numeracy skills. For example, stories, number rhymes and practical activities encourage them to work out how many items there are. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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

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