

## Inspection report for early years provision

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<b>Unique reference number</b>	124355
<b>Inspection date</b>	24/09/2010
<b>Inspector</b>	Liz Coffey

<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 has been registered since 1997. She lives in a house in Coulsdon, in the London borough of Croydon with her husband and two children aged 13 and 15 years old. children only use the ground floor of the home. There is a secure garden available for outdoor play. The family have a dog and a parrot and as pets.

The childminder is registered for a maximum of five children at any one time, of whom three may be in the early years. There is currently one child in the early years age group and 10 children in the later years on roll. Children attend on different days before and after school and some children also attend during school holidays. The childminder is registered by Ofsted on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The child minder ensures that children in the Early Years Foundation Stage are cared for in a safe and stimulating environment. Written policies and procedures to underpin the service and promote children's welfare and development are in place and shared with parents. The childminder provides a wide range of activities that meets children's interests and promotes their development, across the six areas of learning. There are effective systems in place to ensure daily communication with parents on children's individual needs and their learning. The childminder is reflective of her practice and has begun to identify the strengths and weakness of her provision and is keen to further improve her service to ensure improved outcomes for all children.

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

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

- develop systems of self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- maintain a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident

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

Children are kept safe and their well-being is promoted by the childminder. Records, policies and procedures that are required to promote the children's welfare are in place. The childminder provides details of her policies in writing, so parents can access them. The childminder has attended safeguarding training and is confident of the procedures to follow if she has any safeguarding concerns.

The children play on the ground floor with access to the back garden. Resources are effectively organised to enable children to self-select from the range of activities. Although the childminder conducts a daily visual risk assessment of areas used by the children a record of risk assessment is not maintained. The childminder practises emergency evacuation with the children and they are familiar with the procedure to follow in the event of an emergency. The childminder promotes children's understanding of how to keep themselves safe through enabling them to gradually build their autonomy and confidence both in the setting and when out of the home. Children learn the importance of behaving in a safe manner on their walks to and from school and the childminder instills good lessons in road safety and keeping themselves safe. The childminder updates her knowledge through attending relevant training and she holds a current first aid certificate.

Children demonstrate a strong sense of security and belonging in the setting and readily approach the childminder for help or advice. All children are valued and engage in a wide range of activities that help support their learning and development. Children learn to respect and value others and the childminder is proactive in extending her own skills and knowledge to support all children. Children's sense of community and helping others is enhanced by activities such as regular fundraising for causes such as "Children in Need". The childminder has developed effective communication systems to enhance partnership with parents and other settings children may attend such as schools and nurseries. The childminder is aware of the strengths and weaknesses of her provision, and the systems of evaluation to help identify targets for future improvement, are in the early stages.

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

Children are well occupied and stimulated and enjoy their time at the setting. They quickly settle down to activities on return from school. They enjoy the hands on experience of cooking; mixing eggs and breadcrumbs and cutting fresh fish to make home made fish fingers for tea. Children develop good hand eye coordination through activities such as sewing and making home made "Mothers

Day" cards. They enjoy a wealth of art and craft activities such as tissue craft, painting, collage work and designing and making their own models. Children take part in a wide range of activities that support their learning and development. They work well both independently and in cooperation with their friends, and are interested and motivated to learn. The childminder knows the children well and make regular written and photographic observations of their achievements, which she shares with parents. Planning for future learning is based around children's interests, and includes clear learning objectives to ensure activities build on existing knowledge and skills. Children enjoy stories and books and use props such as puppets to make up their own stories. Children confidently start conversations and chat in a relaxed manner with the childminder and each other. Children's views and feedback about what they like best and ideas about what they would like to change about the service are sought and they express their view openly and honestly on their own feedback forms which the childminder provides. Parents are very satisfied with the service provided and describe the childminder as "reliable, trustworthy and honest" and note that their children "have a wonderful time" and that the childminder "organises individual creative tasks for each child taking into account what they like and what abilities they have."

Children show a very strong sense of security and belonging within the setting. They are confident, settle well and build excellent relationships with the childminder. Behaviour of the children is very good and they quickly become familiar with the routines and expectations of the setting, for instance, children remove their shoes on entering the home and are polite and caring in their interactions with each other. House rules are displayed and help to encourage children's independence and respect for others. Children show a sense of responsibility and concern for others, for example, older children readily help younger children and act as very good role models for them.

Children adopt simple, good hygiene routine for example washing their hands after using the toilet or before embarking on a cooking activity. They benefit from nutritious meals and snacks and enjoy becoming involved in the preparation of food with support and guidance from the childminder. They lead healthy lifestyles as they walk to and from school and the childminder pays particular attention to their safety and security on school runs, encouraging all children to behave in a safe and sensible manner and to develop their own understanding of risks and keeping themselves safe. Children enjoy fresh air in the garden where they have use of a wide range of resources, such as badminton racquets, ball games, and a multisports table. Overall children are helped and supported develop good skills for the future.

## 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

<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

<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

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

<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