

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY257547         |
| <b>Inspection date</b>         | 11/07/2011       |
| <b>Inspector</b>               | Rebecca Khabbazi |
| <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 2003. She lives with her husband and two children aged seven and nine years old. The family live in a three bedroom house in a residential area of New Addington, within the London Borough of Croydon. The downstairs of the house is the main area used for childminding. A garden is available for outdoor play. The family have a cat.

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 five children under eight years old, three of whom can be in the early years age group. There are currently four children under eight on roll, three of whom are in the early years age range. She also cares for one child aged over eight years old.

The childminder is a Quality Assured Network Childminder. She is a member of the National Childminding Association and a committee member of the Croydon Childminding Association. She has a relevant childcare qualification.

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

Overall the quality of the provision is outstanding.

The childminder provides an exceptionally high quality, inclusive service that very effectively promotes all aspects of children's welfare and development. Children flourish in the extremely well-organised, highly stimulating environment and make very good progress in their learning overall, given their age, ability and starting points. Excellent relationships with parents ensure that children's individual needs are consistently met to a high standard. The childminder constantly reflects on and reviews the service she provides, and is fully committed to continually developing and improving what she does.

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

To further improve the high quality early years provision the registered person should consider:

- extending children's independent access to suitable cameras and photographic equipment as part of developing their understanding of everyday technology

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

The childminder gives very high priority to safeguarding children's welfare. She has a comprehensive understanding of safeguarding issues and is very clear about the

steps to take if she has concerns about a child. For instance, she attends relevant local training and also keeps up to date with pertinent changes and developments in this field. She conducts comprehensive risk assessments of the home, garden and outings and makes sure that any necessary precautions are in place so that children can move around and play safely and securely. The childminder is extremely well organised and has a highly professional approach to her work. All of the required records, policies and procedures are in place and are comprehensive and very thorough. Excellent use is made of resources at the setting to create a rich and stimulating learning environment both indoors and in the garden. Children have access to an extensive range of toys and play materials in the extremely well equipped playroom and garden, which are very good quality and well-matched to their age, interests, ability and needs.

The childminder is strongly committed to providing an excellent service. Her self-evaluation is rigorous and actions taken are well targeted and lead to sustained improvements to the provision, for instance the development of the garden means that children can now play outside safely throughout the year and benefit from a very well-planned, well resourced outdoor playroom. Relationships with parents are highly positive and contribute significantly to children's wellbeing and good progress at the setting. Parents are kept extremely well informed about all aspects of their child's care and development and are fully involved in the assessment and review of their progress. The childminder ensures she gathers detailed information from parents before children start so she has a comprehensive understanding of each child's background and needs. She adapts care very effectively where needed, to ensure all groups of children are well integrated and make good progress. For instance, to take account of the learning needs of boys, she makes sure that mark making materials can be used at floor level where children can move around and stretch out, rather than only being available at the table. The childminder is highly committed to working in partnership with other settings and professionals who work with the children she cares for. She takes a pro-active role in ensuring that channels of communication are well-established and successfully promote continuity of care and learning for children. For instance, by meeting with nursery teachers to share developmental records and agree strategies for supporting children.

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

Children show a very strong sense of security and belonging at the setting. They make excellent relationships with the childminder and her family and show high levels of confidence and independence as they select their own resources, find their shoes and put them on to go outside or get a tissue to blow their nose. Young children benefit from routines that are effectively planned around their needs so that they feel very safe and secure. They learn to keep themselves safe when they find out all about the fire brigade and meet a fire-fighter before practising their first fire drill, or when they help the childminder identify possible hazards in the environment and take responsibility for tidying away the toys. Children show an excellent understanding of the importance of good hygiene

routines and know that they need to wash their hands before they eat 'because of germs'. They benefit from nutritious, home-cooked meals and snacks and are excited to choose some fruit at snack time, thoroughly enjoying their grapes and banana. Children move freely between the indoor and outdoor environments, benefitting from fresh air and space to move freely. They have fun practising their existing physical skills and learning new ones as they push their doll along in the buggy or negotiate the ladder up to the top of the slide.

Children take part in an excellent variety of interesting and stimulating activities and experiences that help them make consistently good progress across all areas of learning. The childminder knows children very well and makes excellent use of her assessments of their achievements to plan for their future learning. Children's early language skills are fostered when they enjoy snuggling up for a story or looking at books independently in the book corner. They develop skills for the future when they make marks with crayons on big sheets of paper in the garden, weigh ingredients when they make cakes, or learn to recognise the numerals on a car number plate or the front door. Children use the laptop confidently and help programme the 'BeeBot' robot so that it moves forwards and backwards. They show delight when they see photographs of themselves on the computer screen, although they do not yet have their access to their own cameras to take pictures themselves. The childminder hopes to develop this aspect of the provision. Children investigate the world around them when they go out to the shop to buy a real turnip after reading about one in a book, and help add it to a home-made vegetable soup to eat for lunch. They use their imagination when they prepare tea for their doll in the home corner, make and create things with art and craft materials, or sing and dance to music. Activities are very well matched to children's interests and needs, which means that children are motivated and active learners and are keen to take part. They are exceptionally well occupied and stimulated throughout the day and thoroughly enjoy their time at the setting.

## 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> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### 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>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources                                           | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding                                                                    | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships                                                                    | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### 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 | 1 |
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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> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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## **Annex B: the Childcare Register**

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