

Inspection report for early years provision

Unique reference number	EY285807
Inspection date	16/12/2010
Inspector	ISP Inspection
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2004. She lives with one child aged 11 years old. The family live in a three bedroom house in a residential area of Croydon. The downstairs of the house is the main area used for play. A garden is available for outdoor play. The family have a dog.

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 six children under eight years old, three of whom can be in the early years age group. There are currently five children under eight years old on roll, three of whom are in the early years age range.

The childminder is a member of the National Childminding Association and the Croydon Children Come First Childminding network. 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 a high quality service and very successfully promotes all aspects of children's welfare and development overall. Children are safe and well-cared for in the highly stimulating, inclusive environment. Excellent partnerships with parents ensure that children's needs are very well met and they make significant gains in their learning, given their age, abilities and starting points. The childminder's self-evaluation is extremely rigorous and ensures that the provision is highly responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- extend children's access to a broad range of Information and Communication Technology resources

The effectiveness of leadership and management of the early years provision

The childminder consistently gives the highest priority to safeguarding children. She completes relevant training and ensures she is continually up to date with latest guidance so that she can confidently take appropriate action if she has concerns about a child. All required documentation that promotes children's health, safety and well-being and contributes to the smooth and effective running of the

setting is in place and is well organised and comprehensive. Children's learning is significantly enhanced by the excellent use of resources at the setting, and they benefit from a rich and stimulating learning environment where they readily access a wide variety of age-appropriate materials.

The childminder has a very strong commitment to developing and improving the provision. She makes excellent use of local courses, the support of her network coordinator and feedback from parents to monitor and review her practice and identify targets for the future. Actions taken are highly effective in improving outcomes for children, for instance making changes to the environment to increase children's autonomy, or actively using knowledge gained from workshops to improve the curriculum to support children's early language development. Relationships with parents are highly positive and contribute significantly to children's excellent progress and well-being at the setting. Parents actively contribute to assessments of their child's progress, for instance they make frequent comments on the childminder's observations and work collaboratively with her in reviewing their child's next steps. They have access to comprehensive policies and procedures as well as daily verbal feedback. Partnerships with other providers, where children attend more than one setting, are well established and ensure children benefit from continuity in care and learning. The childminder has a thorough understanding of each child's background and needs and adapts the care she provides accordingly so that equality and diversity is successfully promoted.

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, and they flourish and grow in confidence in the childminder's care. They develop excellent relationships with the childminder and each other, learning through example to show respect for one another, negotiate and share. They move confidently and safely around the space used for childminding and learn to keep themselves safe as they use a range of tools and equipment, or learn about road safety as they cross the road. Children adopt good personal hygiene routines when they wash their hands before they eat and brush their teeth afterwards. They play outside every day as part of a healthy lifestyle, enjoying climbing on apparatus in the fresh air or joining in a ball game, and they benefit from vigorous physical activity indoors as well, such as dancing to music or a soft play session. Children make healthy choices as they create their own pizza with a variety of toppings or choose some fruit for their snack. Even young children under two years old grow in independence as they peel their own Clementine before they eat it all up.

Children benefit from rich and varied learning opportunities that support their development in all areas of the curriculum and meet their needs extremely well. The childminder makes high quality observations of their achievements. She incorporates the next steps for their learning very effectively into both planned and spontaneous experiences, making sure that activities are extremely interesting, stimulating and challenging. Children show high levels of independence, curiosity and imagination. They love cuddling up for a story, trying new words or joining in

with a familiar song, and they are proud of their picture as they draw and make marks. They solve simple problems during every day routines, weighing out the correct ingredients for their cakes or working out how to record their voice on the answer-phone. They find out about the uses of every day technology, such as the answer-phone and a programmable robot toy. The childminder is in the process of extending their access to a greater range of Information and Communication Technology resources to further enhance their skills for the future, but this is not yet in place. Children explore and investigate the world around them through innovative activities such as collecting large icicles in the snowy weather, examining them in a big tray and talking about how they formed. They use their imaginations and practise a wide range of other skills when they transform the whole room into a restaurant or a bakery, or become engrossed in a week-long project to design and decorate their own carriage in a long ship made of big recycled boxes. Children are very highly motivated and thoroughly enjoy their time in the childminder's care.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----