

Inspection report for early years provision

Unique reference number	EY307094
Inspection date	19/03/2012
Inspector	Karen Scott
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.

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 registered in 2005. She lives with her school aged child in South Norwood, London, close to shops, parks, schools and pre-schools. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The family has two cats and goldfish. 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 a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in the early years age group. She also offers care to children older children aged up to 11 years. The childminder takes and collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from playing in a safe and secure environment. They are settled and happy and have their individual needs met well. They make good progress in their learning and development. The childminder engages with parents well overall and she has strong partnerships with other professionals involved in children's care. Systems of self-evaluation are generally sound and the childminder demonstrates a sound capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- encourage parents and carers to add to their children's progress records' to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- improve reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a high regard for children's safety and welfare. She undertakes thorough and robust assessments of things that children come into contact with at home and when out, taking action to minimise potential safety

risks. The childminder takes effective steps to help ensure that children's well-being is promoted and she is fully aware of the procedures to follow if she has any concerns about a child in her care. Toys and resources are suitable for the ages and stages of development of the children attending. The childminder regularly checks them, disposing of any broken ones and replacing batteries, for example, so that children continue to get maximum benefit from them. Space is used well and children benefit from positive interaction from the childminder who plays with them, expanding on their learning and skills.

The childminder is keen to improve outcomes for children and recommendations made at the previous inspection have been acted on fully. The childminder meets regularly with other childminders, sharing ideas for good practice, and when possible participates in training. She reflects on her practice but does not use self-evaluation to examine all aspects of the provision to fully identify her strengths and areas for improvement.

The childminder has a good knowledge of each child's individual needs, working closely with parents, carers and other individuals to support children. Before children start the childminder obtains much helpful information from parents. She visits children at their homes, helping them to make the transition from home to childminder successfully. The childminder ensures that she is aware of cultural differences and children enjoy participating in each other's celebrations, trying different foods and creating traditional craft items. The childminder takes full account of children's differences and play is adapted to meet individual needs. The childminder works very closely with other professionals supporting the children that she minds, exchanging information that enables them to work together for the child's benefit. Parents and carers are fully informed about the childminder's practice and about their child's day from verbal feedback and information provided in children's daily diaries. They share in their children's development when they look regularly at their child's observation books. However, they are not actively encouraged to add their input to their children's learning records or diaries. Overall parents and carers are happy with their choice of childcare, saying that their children have an excellent relationship with the childminder, and regularly receive support from the childminder in their parental roles.

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

Children show they feel safe and secure with the childminder who they have built a strong relationship with. They turn to her for support and comfort, knowing that they will receive it. Parents comment that children share things of importance with the childminder, knowing that they will be listened to and respected. House rules are in place and the childminder gives clear explanations as to why they should be followed, helping children to understand why they should behave in particular ways. Children learn road safety during outings and are clear on how to keep themselves safe at home too. The childminder helps them to undertake sensible risks in a safe and secure environment. Children are encouraged to follow good hygiene practices. Posters show them when and why they should wash their hands

and they use disposable towels to dry them. This minimises the risk of cross-infection. The childminder offers children a homemade balanced and nutritious diet and drinks are always accessible. Younger children are encouraged to become independent at meal times which are social occasions. The childminder shares with children the importance of exercise and fresh air as part of a healthy lifestyle and they are both regular features in their routine.

Children have formed strong relationships with each other. They seek out each other to play with and younger children learn from older ones. Children have favourite toys and the childminder makes sure these are easily accessible. The children respond positively to this. Turn taking is encouraged when playing games and children are willing participators in the good range of activities, responding positively to the childminder's expectations. Children feel free to express how they are feeling and do so through noise making, for example, when not yet speaking. They benefit from much praise for their achievements.

Each child has an observational folder where the childminder places written and photographic observations of children. Observations are evaluated to assess children's development and where they may require further support. The childminder plans activities that children enjoy and will extend their learning. Consequently children are making good progress towards the early learning goals. Children are encouraged to be active learners who think creatively and critically. Programmable toys are used successfully to help children understand mathematical concepts such as shape and number. The environment is rich in discussion and children respond to what they hear, trying to form words. Regular visits to the library are enjoyed and children share age appropriate books, interacting with them. Children explore the texture of a range of items and enjoy music making. Props are available to participate in role play. Babies are encouraged to explore and develop their physical skills. The childminder gradually moves toys slightly out of children's reach and this encourage them to stretch out and take their first steps. Children regularly explore the outside environment, planting seeds and collecting mini-beasts. They enjoy cookery and are very interested in the childminder's pets. Overall children are developing strong skills for the future. They are encouraged to be independent and undertake self-help skills. Attending toddler groups and playing with other minded children builds their social skills.

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	3

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	3
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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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