

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY319110       |
| <b>Inspection date</b>         | 19/09/2011     |
| <b>Inspector</b>               | Pamela Paisley |
| <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 registered in 2006. She lives with her husband and three children aged seven, five and two years in New Addington within the London Borough of Croydon. The ground floor of the childminder's home is used for childminding. There is a fully enclosed garden available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years at any one time, no more than two may be in the early years age group. She is currently minding two children in the early years age range on a part-time basis.

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

Overall the quality of the provision is good.

Children make good progress towards the early learning goals, in all areas of learning. However, the childminder has not yet fully developed systems for identifying and planning children's next steps of learning. There is a good partnership with parents and the childminder is committed to developing strong links with other settings children attend. The childminder provides a stimulating environment where children's individual needs are met well. The play materials and resources provided promote most areas of learning. Children are cared for in a safe and secure environment and most fire safety equipment is easily accessible. Plans for the future are well targeted to bring about further improvements to the service the childminder provides and 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:

- develop observations and assessments in order to identify and plan for children's next steps of learning
- improve the range of resources that reflect positive images of disability
- improve the location of the fire blanket in the kitchen to ensure that it is easily accessible

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

The childminder has attended a number of child protection training courses. This ensures her practice is underpinned by good and up-to-date knowledge of safeguarding procedures. Well maintained policies and procedures promote the welfare and care of the children. All required records are in place. The childminder

carries out rigorous risk assessments that are regularly reviewed to help ensure children's safety. Effective safety devices are fitted throughout the home to protect children from potential dangers. Most fire equipment is appropriately positioned but the fire blanket in the childminder's kitchen is not easily accessible.

The childminder has addressed all recommendations from her last inspection to improve the outcomes for children. She has started to evaluate the service she provides and intends to go on further training courses to enhance her knowledge and skills.

The childminder has established good links with other early years settings children attend, to ensure progression and continuity of learning and care. She has a well established partnership with parents. They are kept well informed about their children's achievements, well-being and development through a daily journal. Parents are encouraged to give their views about the provision by completing questionnaires. They have recently given positive feedback about the service the childminder provides and are very happy with the care and education their children receive.

The childminder provides an inclusive environment. Children are able to participate fully because activities are thoughtfully adapted to meet their individual needs. Children benefit from playing with a wide range of good quality resources. These are organised so children can access them independently and safely.

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

Children are cared for in a nurturing and stimulating environment. This is very well organised so that children can extend their play outdoors on a daily basis. Children are making good progress in their learning, in relation to their capabilities and starting points. The childminder has a good knowledge and understanding of how young children learn and develop. However, she has not yet fully developed a system to identify and plan for children's next steps of learning.

Children are adopting healthy habits. They learn the importance of washing their hands before meal times. Children are greatly encouraged by the childminder to make healthy choices about what they eat and drink. They have good opportunities to make their own sandwiches at lunch time. The childminder ensures that a wide range of fresh fruit and vegetables are part of the children's daily diet.

Children enjoy expressing themselves through the use of musical instruments such as guitars, maracas, drums and shakers. Role play materials are readily available, for example, dressing up clothes and play food. The children pretend to cook meals using a toy cooker and oven. Children engage in a wide range of physical activities, both indoors and out. This increases their understanding that regular exercise is an important part of maintaining a healthy lifestyle. The childminder's garden is very well equipped with a climbing frame, swings, bikes, balls, a

trampoline and slide. Children can regularly practise balancing, climbing throwing and catching.

Children confidently use crayons, paintbrushes and various tools with modelling dough to promote their fine motor skills. They are developing an awareness of numbers, through action rhymes and songs. Children are learning how to complete puzzles, use shape sorters and recognise colours. Books are very accessible and thoroughly enjoyed by children. They often go to the library and make their own choices about what books they borrow.

Children are gaining a good knowledge and understanding of the world. They have good opportunities to learn about living things, as they plant flowers and monitor their growth. Children build models with a wide range of construction materials. The childminder uses books and discussion to increase children's knowledge of different cultures and traditions. However, there is limited access to resources that reflect positive images of disability.

Children are beginning to find out about and identify uses for everyday technology. They have good access to electronic activity centres, cameras and phones. The childminder's home is well organised so that children can play and move around safely. They take part in regular fire drills, which increases their awareness of how to keep themselves safe. Children are developing good social skills. They go on regular trips to various toddler groups where they meet up with friends. Children are developing close relationships with each other and the childminder. The childminder ensures she gives children individual attention throughout the day. Children are learning how to share and take turns while playing. They are becoming increasingly independent, making their own decisions about materials and activities.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### 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>            | 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

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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**

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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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