

Inspection report for early years provision

Unique reference number	EY378339
Inspection date	22/11/2010
Inspector	Angela Ramsey
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 was registered in 2008. She lives with her adult daughter in the London borough of Croydon. The home is accessible to local schools and transport services. The whole of the ground floor is used for childminding purposes, plus a bathroom on the first floor. There is a fully enclosed garden for outdoor play opportunities.

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, and there is currently one child in the early years age group on roll. The childminder is first aid qualified and is currently completing a National Vocational Qualification (NVQ) at level 3 in Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a safe, secure environment in which the children in her care thrive and their welfare is well promoted. Her flexible approach to organising activities ensures children's interests are incorporated in the day to day activities. Trusting relationships with parents have been formed this is evident in the positive written references they have provided. Through the monitoring of her daily practice and the self evaluating of her childminding service, she has identified the many strengths of her service. More importantly she strives for improvements and has identified ways to improve the care experiences she offers the children in her care.

What steps need to be taken to improve provision further?

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

- develop further the system for observation and assessment to clearly identify and plan for the next steps in learning for each child
- ensure the details of fire drills are recorded.

The effectiveness of leadership and management of the early years provision

Effective safeguarding policies and procedures have been devised by the childminder. The following of these ensure children are protected at all times. She has attended additional training and has gained an understanding of her role in protecting children. She is aware of the possible signs of neglect and abuse. She is aware of the importance of recording her concerns and she has the details of whom to contact if a referral needs to be made. Daily safety checks and effective

risk assessments are completed by the childminder. This means that children can move around the environment freely and that most hazards are minimised. Although regular fire drills are carried out with the children the details of these are not recorded.

The childminder told the inspector that 'I love my job'. She demonstrates a genuine enjoyment for her work. When necessary she seeks advice from her local Early Years Advisors. She has attended training to update her skills. She is currently in the process of completing a National Vocational Qualification (NVQ) level 3 in childcare. Prior to this inspection the childminder completed Ofsted's self evaluation form, which has provided her with a clearer understanding of her strengths and areas for improvements.

Positive partnerships with parents have been established. Parents are provided with copies of her policies and procedures, which support the service provided. The childminder keeps parents informed of their children's learning and development. Through daily conversations, written comments of the activities children have taken part in, outings and what they have eaten are shared with parents. The childminder also writes a newsletter to keep parents informed. Written references from parents state 'I am extremely happy', 'I am delighted to say time spent in the childminder's care has given my daughter a flying start'. 'I appreciate your efforts to ensure that he was stimulated and fully occupied with various fun activities, trips to the park, farm, shops and museums'. 'The meals you provide are both tasty and nourishing'. The childminder demonstrates an awareness of liaising with other agencies and plans to develop this area of her work once the children start attending other settings.

Through discussions with parents the childminder actively promotes equality and diversity. She works closely with parents and she becomes familiar with each child's individual needs, such as likes and dislikes with regards to food and sleep routines. She also ensures that she understands each child's background, needs and beliefs. Children are encouraged to recognise differences and respect diversity. This is achieved through talking to the children and providing books, puzzles and small world toys that depict people of different cultures and needs. Resources are good, fit for purpose and support children's learning and development. They are well deployed and accessible in containers, enabling children to make choices about what they want to play with.

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

The environment both indoors and outdoors is conducive to learning. The childminder has created a comfortable, welcoming and child-centred environment where children are able to enjoy the activities on offer. Alphabet and number posters as well as children's creative work are displayed on the walls. Resources are easily accessible and the childminder provides a wide range of experiences and learning opportunities which stimulate and challenge children's knowledge and understanding.

Children are happy, secure and settled in the childminder's care. Parents are also kept informed of their child's development. Systems to observe and assess

children's progress are in place; these identify learning priorities and plan relevant and motivating learning experiences for each child. Currently these observations require further development as they do not identify how children's next steps in learning will be targeted.

Children's knowledge and understanding of the world is enhanced through visits to places like Horniman's Museum. Children enjoy looking at the Sea Life exhibition. Visits to farms enable children to learn about animals, outings to local childminding groups, parks and the library are also organised. She has implemented a system to monitor children's development and progress. Children develop their communication language and literacy skills as the child shares books with the children. She reads to them and encourages young children to talk about the illustrations. The completing of shape sorters enable children to problem solve and learn the names of the different colours. Children develop their creative skills as they enjoy activities such as painting. The garden area has been well thought out. There is an area for younger children to enjoy the slide and rocker. Older children are able to ride tricycles as well as enjoying the swings. Children's good health and well-being are supported and positive steps are taken to prevent the spread of infection. The childminder's home is clean and the children are taught the importance of hand washing. The childminder has devised menus which include healthy and nutritious meals and snacks.

Children's welfare is safeguarded because the childminder has up-to-date knowledge of first aid. She has a written procedure in place in the event of a child becoming ill and obtains written consent to administer medicines to children. Records are also kept of any medicines administered. Parental permission to seek emergency advice or treatment, has also been obtained.

Children's behaviour is appropriately supported. If required, the techniques used are suitable for the age and stage of children's development, for example, distraction and explaining to children in language they understand why the behaviour is not acceptable.

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	2

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	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

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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