

Inspection report for early years provision

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Inspection date	17/02/2010
Inspector	Patricia Ann Edward
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.

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Description of the childminding

The childminder was registered in 2009. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and son aged two years old in the London Borough of Croydon. All areas of her home apart from the master bedroom and roof garden are used for childminding.

The childminder is registered to care for a maximum of two children at any one time and is currently minding two children in the early years age range whom attend on a full and part-time basis. The childminder takes children on local outings, for example to the local parks and childcare facilities. The family has three cats.

The childminder is a member of the Croydon and National Childminding Association (CCMA and NCMA). She has qualified teaching status for Key Stage 1.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets children's needs as she provides a safe and welcoming environment where children have good opportunities to achieve as they enjoy their play with a good range of resources. The childminder recognizes each child as an individual; takes into account their interests and needs, builds strong links with parents. However, links with others who provide early years care are in their infancy. The childminder is enthusiastic about her role as a child-care practitioner and demonstrates a commitment to improving her provision through self-evaluation.

What steps need to be taken to improve provision further?

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

- further develop links with other settings that children attend to ensure that each child receives a consistent, challenging and enjoyable programme of learning and development
- ensure observations and assessments are completed for all children in order to record their achievements, interests and learning styles. Ensure that parents have opportunities to contribute so that records can be used to build on what children can do and identify the next steps in their learning
- further provide for children's safety by practising the emergency evacuation procedure and ensuring written risk assessments include date of review

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the childminder has a good understanding of the child protection procedures and knows her responsibility to implement them if she has concerns about a child in her care. She has the relevant knowledge of the possible signs and symptoms of abuse and contact details of the relevant agencies to protect the children in her care. Parents are fully aware of the childminder's safeguarding responsibilities, through discussion and the written policies. All adults in the household and regular visitors to the home have been vetted. Full written risk assessments are completed and details are recorded. However, risk assessments do not include dates of review to promote the children's safety at all times. Children's safety in the event of a fire is generally protected because all the required equipment and procedures are in place, such as smoke detectors, fire blanket and emergency evacuation procedures. Although the evacuation procedures are not practiced with the children.

The childminder makes good use of the space available and has organised the play area well to ensure the children can see exactly what is available to them. Resources that are out of their reach are detailed in the toy book, which children access and can request equipment. The childminder promotes equality well within the setting, ensuring all children have access to the resources and play materials available. She differentiates the activities to ensure children of all ages and stages can participate fully. She has a range of multicultural resources and plans a range of activities to help the children to develop a better understanding of diversity and the wider world from an early age.

The childminder is starting to monitor the effectiveness of her setting to drive improvement. For example, she seeks the views of the parents to continually develop her provision. The childminder takes her role seriously and is keen to develop a greater understanding of the Early Years Foundation Stage (EYFS). She has completed a range of short courses that include; first steps in childminding, developing phonological awareness, mark making, young children telling stories through drawing, discovery play for under two's and first aid. All of which ensures her understanding develops and the provision continues to improve over time. She works very well with parents. Detailed information is gathered and exchanged frequently about all aspects of children's care, learning and development, and is made available. Parents' comments and input is highly valued and they complete weekly feedback forms and are considered an essential part of the setting. Children attend other early years providers, however, steps to make links so as to ensure a two-way flow of information about children's learning and development are not fully developed.

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

A clear understanding of how young children learn through play is embedded in the childminder's practice. She organises activities and learning opportunities in an

exciting manner, pulling on children's imagination and investigative skills. The childminder makes clear observations, however, this is not in place for all children, identifying what progress is being made in each of the six areas of learning. This information is then used to support future learning when identifying next steps for learning across the six areas and to inform future planning. The childminder challenges all children well, clearly supporting them to make good progress in their overall learning and development. Behaviour is good and attention to providing a stimulating environment which captures children's imagination supports them in developing positive dispositions and attitudes towards learning.

Good procedures are in place to promote children's health and well-being. For example, the home is clean and well maintained; there is a sickness policy in place; drinks are always available, so children remain hydrated. The childminder provides nutritious meals that are freshly prepared and children enjoy healthy meals and snacks. Parents have access to a sample meal planner and obtain a daily written record of what and how well children have eaten. Children are helped to feel secure as they discuss issues, such as the importance of road safety when outside of the home. They are developing a good sense of hygiene and a healthy life, through effective routines. They have access to a child size sink in the ground floor bathroom and are given positive experiences of the value of physical exercise. Children's physical development is well promoted as the childminder provides regular opportunities for being outdoors, going for walks and visiting the local park. Additionally, children attend a childminder group, which promotes social development. They take part in cooking activities and have made pesto for pasta and decorated biscuits. They enjoy getting their hands messy as well as consuming their produce. Children's creative development is fostered through art and craft activities undertaken both in the childminder's home and at the groups they attend.

Younger children's welfare needs are supported and met effectively and according to individual requirements agreed with parents. For example, good levels of supervision and responses to care needs means that children play safely and in comfort. The childminder is very aware that the younger children within her care learn through sensory play so she provides resources for them to do so, such as treasure baskets. Children's understanding of safety is not fully enhanced as yet, they have not practised the emergency evacuation procedures, so that they can learn what to do. Children's understanding of the society in which they live is beginning to develop through activities and play resources, increasing their awareness of culture, gender and ability. Children's confidence and self-esteem are promoted well, as they respond to praise and encouragement from the childminder. This impacts positively on their behaviour and helps them feel safe and secure, enjoying their time with the childminder.

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

How effectively is the Early Years Foundation Stage led and managed?	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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