

Inspection report for early years provision

Unique reference number	EY407659
Inspection date	19/07/2010
Inspector	Gillian Cubitt
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 registered in 2010. She lives with her grandparents and mother in a house situated in South Norwood which is situated in the London Borough of Croydon. The house is close to schools, parks, shops and public transport links. The childminder works in partnership with her mother who is also a registered childminder. The family has four pet rabbits.

The whole of the childminder's home, with the exception of the first floor rear bedroom is used for childminding. The childminder is registered on the Early Years Register to care for a maximum of three children overall. When working in partnership with her mother this may be increased to six children within the early years age range. At present, the childminder is presently caring for three children on a part time basis; two on the early years register and one on the compulsory part of the Childcare Register. The childminder is also registered on the voluntary part of the Childcare Register.

The childminder has undertaken various courses in childcare and has a level 2 National Vocational Qualification in Childcare and she is currently working towards a level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress because the childminder adheres to the welfare requirements and she works effectively in partnership with parents and others to promote children's learning and development. The childminder strives for continuous improvement especially through her enthusiasm for relevant training. Her completed evaluation of her service also supports her desire to provide a fully inclusive service for both children and parents.

What steps need to be taken to improve provision further?

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

- update safeguarding policy to include occasions when Ofsted must be informed with regard to any allegations made against adult household members of the family
- improve procedures for parents arriving to collect children to ensure children's behaviour is well managed during the period of handover
- make the present risk assessment for the garden more meaningful and appropriate to ensure hazards are minimised for children

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The childminder reassures parents of her credentials concerning the suitability of all household members. She has attended three levels of safeguarding training and firmly understands the procedures if she has concerns for children in her care. The childminder is aware of when to inform Ofsted if any allegations are made about adult members of the household although this is not detailed in her policies.

Current systems in place support the childminder's business. These include all the required documentation to record accidents, medication and attendance registers as well as a comprehensive file of policies. Registration documentation is also good because the childminder asks parents to clearly detail children's likes, dislikes, special toys and their daily routines. This initial assessment helps the childminder to form strong relationships with parents and ease children's settling in when they first start with her. Parents have good access to documents which are clearly displayed. They are welcomed each day and verbal feedback given. The childminder also provides written notes on progress. The childminder is further planning to implement daily learning journeys 'all about me' which parents will be able to read when they go home.

The childminder has experience working within a day nursery and with her mother who is also a registered childminder. This background gives the childminder confidence in her working practices both with parents and others. For example, children attending other settings have continuity of care and learning because the childminder liaises with key workers as well as parents to ensure areas of concerns or learning is consistent. The childminder is mindful of children's different cultures, language spoken at home as well as the needs of children with disabilities.

The childminder constantly evaluates her service. She organises her good range of toys to provide children with variety and stimulation and is planning to obtain more resources, especially in information and technology to support children's early computer awareness. The childminder also makes the most of the nearby parks, toddler groups and other childcare facilities to give children constant new challenges in their early social skills and overall development.

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

Children's welfare is supported because the childminder has prepared a good risk assessment of her home and reviews this regularly. Children feel safe and secure in a welcoming family home which is a safe place to play. There are safety gates, plug socket protectors as well as fire and carbon monoxide detectors which help to minimise risks. Children learn to keep themselves safe by being included in fire drill practice which introduces them to an early awareness of evacuation procedures. There is a general risk assessment for the garden area but it lacks unique detail on hazards to be addressed, such as nettle and debris clearing, before children play

outside. When going on outings children have good resources to keep them safe, such as fluorescent vests. The childminder also keeps laminated cards with the children's details with her at all times in case of an emergency. When using the car children learn the importance of securing themselves safely. The childminder explains safety rules and provides appropriate booster and baby seats for this purpose.

Children enjoy good health with opportunities to engage in healthy exercise in nearby parks. They also have quiet areas in the home where they can rest. Children develop good personal hygiene habits as these are gently reinforced through daily routines with the childminder, especially when they stroke the pet rabbits. In this respect, the childminder also checks if children have any allergies which may affect their health. Parents provide nutritious meals and children have healthy fruit snacks and drinks throughout the day.

Children build upon developing their skills for the future as they make continuous progress in their development and learning. This is achieved through the method of observing and assessing children's progress using the guidance framework for the Early Years Foundation Stage. Children's next steps in their learning are noted and suitable activities provide them with the stimulus and support to progress their development. Children's natural desire to be sociable is helped because they regularly go to toddler groups and other childcare facilities. Here, they make new friends within a diverse community whilst playing with a range of messy, creative play with paints, sand and water. At the childminder's home children have in a good variety of activities appropriate to their ages. Young children enjoy assembling the Brio train set. They create their own shapes of track and count the trains as they push them round. Children's understanding of numbers is also supported through posters on the wall where they begin to relate the printed number to the dots underneath. There are a very good range of books that inform children of differences in others as well as engaging their interest in stories and the printed word. Children begin to recognise the shape of their name and they are supported by the childminder who prints their name for them to trace. Children behave well whilst in the childminder's care although they become excited and start to misbehave when parents call to collect and remain for verbal feedback. During the day, children are polite and play cooperatively and interact well with the childminder, responding to appropriate praise.

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

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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	3
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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