

Inspection report for early years provision

Unique reference number	EY416429
Inspection date	04/05/2011
Inspector	Rebecca Khabbazi
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 2010. She lives with her two adult children and one child aged 14 years old. The family lives in a four bedroom house in a residential area of Thornton Heath, within the London Borough of Croydon. The downstairs of the house is the main area used for childminding. A garden is available for outdoor play. The family has a dog.

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, three of whom can be in the early years age group. There are currently two children under eight years old on roll, one of whom is in the early years age range.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development. She offers a welcoming, inclusive environment where children are safe and well cared for. Good relationships with parents ensure that the childminder is familiar with children's individual needs. Children make good progress in their learning, given their age, ability and starting points. The childminder reflects on the service she provides and strives for continual improvement. This helps ensure that the provision is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- strengthen partnerships and systems for sharing information with other early years providers, in order to ensure continuity in learning and care for children who attend more than one setting.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder has a clear understanding of her responsibilities towards the children in her care, and knows what to do if she has concerns about a child. All of the documentation required for childminding is in place and is well organised and up to date. The childminder makes good use of resources to create a welcoming environment, and children can

easily access a wide variety of play materials inside the home as well as in the garden and 'craft room' at the back of the house. She works closely with parents to make sure she has a thorough understanding of each child's background and needs. She adapts care where needed, for instance where children speak more than one language, so that equality and diversity are effectively promoted and all children are valued and included. Parents are kept well informed through a variety of written policies and procedures, daily discussions and an 'all about me' diary. However, systems are not currently in place for the childminder to share information with other early years settings that minded children attend, in order to ensure continuity of learning and care. The childminder makes good use of feedback from parents, for instance through regular questionnaires, as well as links with other childminders, to monitor and evaluate her provision. She sets targets for the future, such as completing relevant training, which help improve outcomes for children.

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

Children settle quickly and grow in confidence in the childminder's care. They move safely around the home because the childminder ensures effective safety precautions are in place, such as stair gates where needed, and they grow in independence as they help themselves to play materials and resources. Children learn to keep themselves safe when they take part in a fire drill, talk about road safety or help pick up the toys so nobody falls over them. They adopt simple good hygiene routines when they wash their hands before they eat. They enjoy home-cooked meals that meet their nutritional needs, enjoying their favourite scrambled eggs for lunch and spaghetti bolognese for tea time. Children play outside every day as part of a healthy lifestyle, having fun in the fresh air in the garden or practising their physical skills on the equipment in the park.

Children develop good relationships with the childminder, who is warm and responsive to their needs. They take part in a wide variety of activities that support their learning and complement their experiences in other settings. The childminder makes observations of their achievements and plans activities to build on their knowledge and skills. Children are interested in activities provided and motivated to learn. They enjoy looking at books and cuddling up for stories, and their language skills are fostered when they talk to the childminder as they play. Children solve simple problems through every day activities, counting the spots on the dominoes and matching them together. They make and create things in the craft room, using their imaginations when they paint and draw, or designing and making a model from recycled boxes and tubes. They explore the world around them when they grow plants in tubs in the garden or dig in the sand tray. Children are well occupied and stimulated throughout the day and enjoy their time at the setting.

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	3
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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