

Inspection report for early years provision

Unique reference number	124641
Inspection date	05/02/2011
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.

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 registered in 1992. She lives with her husband and one adult child in a house in Sanderstead, close to Attwood Primary School. There is parking immediately outside the house and there is the main line Sanderstead Station within easy reach and bus routes nearby. Children use all downstairs rooms of the childminder's home and the rear garden.

The childminder is registered for four children overall. She is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is currently caring one child in the early years' age group.

The childminder takes children to local children's events and activities. She also collects from St. David's School in Purley.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The childminder has a secure knowledge of children's individual needs, learning and welfare. This is achieved through a good working partnership with parents and others involved with the children which has a positive impact on their overall progress. Children are safe and secure. The childminder has a sound knowledge although some policies and procedures are not up to date. She evaluates her practice and identifies areas for improvement and prioritises these in response to the needs of the children currently being cared for.

What steps need to be taken to improve provision further?

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

- review all policies and procedures required for the safe and efficient management of the setting paying particular regard to safeguarding to ensure it is line with the Local Safeguarding guidance and procedures
- match observations of children's progress to the expectations of the early learning goals, covering the six areas of learning to identify children's learning priorities

The effectiveness of leadership and management of the early years provision

The childminder is confident that children's safety is secure. She understands her role to protect children and ensures all adults within the home are vetted. She has clear contact procedures if she has concerns and comprehensive information on

child protection although some aspects are outdated such as the lack of links to the Local Safeguarding Board. The childminder meets the legal requirements relating to maintaining documentation to support children's wellbeing. Most of her policies are well written and underpin good practice. The robust systems to check risks both within the home and on outings fully support children's welfare. Children's stages of development are linked to the level of risk awareness which has a result of increasing children's awareness of safety both within the home and when on outings.

The childminder forms good partnerships with parents. The registration documents provide the childminder with essential background information about the children which helps her to give them the right level of support. She works effectively with parents by giving them access to her policies and she shares information about the children's progress on a regular basis. Furthermore, the childminder is proactive in obtaining the views of both parents and children in developing improvements to her provision. The childminder is aware of her responsibility to link good practice with others who work with children. As a result, she develops a working relationship with the school that the children attend to maximise on developing children's potential.

The childminder is passionate about providing outcomes for children and effectively promotes equality and diversity. She works effectively with parents to understand children's home background and she follows up themes that children follow at school to promote their awareness of the cultures and needs of others. Books, resources and outings support children's growing awareness of their community. The childminder also demonstrates her understanding of working with other agencies if a child in her care has additional needs.

Evaluation is very much part of the childminder's practices as she regularly reflects on her planning and ways of working. For example, she adapts as she goes along when she finds other formats or processes that she feels are more effective in promoting children's learning. She actively seeks further information through attendance at Early Years Foundation Stage meetings as well as ensuring that her first aid is up to date and her knowledge on health and safety.

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

Children play happily and safely in a homely environment. They are independent learners and make free choices from a good range of activities appropriate to their age and stage of development. Boxes of games and craft resources fully engage them in team games and creativity especially in their art work.

Children make good progress because the childminder understands their learning needs. She makes meaningful observations of what children do although she does not link the observations with the early learning goals so that each area of learning is covered with a balanced approach. The childminder, however, extends children's learning in some aspects well such as problem solving and communication

language and literacy. She reads frequently with the children and she engages children in making number games such as snakes and ladders where they write numbers which enables them to recognise the sequence as they go up and down the snake. Board games are a popular activity for the children where their social skills develop as they negotiate game rules, learn to take turns and enjoy the excitement of competitive activity.

Children use their imagination in a number of ways especially through their art work. For example, they keep individual scrap books where they display their drawings, paintings and collages of their favourite things such as cars and trucks. Children learn about their community through projects and visiting local parks where they play with other children. They also have opportunities to extend their physical skills on apparatus as well as relaxing whilst feeding the ducks. Children benefit from walks in woodland where they marvel at the change of seasons, watching the falling leaves in autumn and learning from the childminder how these go into the earth to give food to the new buds in the Spring.

Children's health is promoted well as they learn good personal hygiene habits through gentle reminders from the childminder. They understand about germs and have their own named towels in the bathroom to minimise cross infection. Children discuss healthy eating, participate in cooking activities and enjoy home made soups. Regular drinks are always available.

Children learn to keep themselves safe as the childminder teaches them about road safety and she makes them aware of fire evacuation. House rules also engage children in behaving in a safe way, respecting their environment and others.

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met