

Inspection report for early years provision

Unique reference number	124521
Inspection date	14/06/2011
Inspector	Alison Weaver

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 has been registered since 1990. She lives with her husband and one adult daughter. They live in a house in the London Borough of Croydon near to shops, parks, schools and transport links. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder has two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends local carer and toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun with the childminder and enjoy being with her. They make good progress in their learning as the childminder has generally effective assessment systems that enable her to plan and provide learning experiences that help promote and extend their individual learning. Effective arrangements are implemented that help ensure children's safety, health and emotional well-being. Overall, strong links with parents and other providers help to involve them in children's care and education. The childminder takes some steps to improve her provision for children although has not fully developed formal ways for effective ongoing self-evaluation.

What steps need to be taken to improve provision further?

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

- develop further the planning and assessment system to plan relevant learning experiences for individual children and extend opportunities for parents to be involved in their child's learning
- develop robust systems for ongoing reflective practice in order to continue to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder shows a good understanding of her role with regard to safeguarding children's welfare. She is fully aware of her responsibility to report

any possible cases of child abuse or neglect to the appropriate agencies. She gives high priority to ensuring children stay safe at all times. All the required documentation to support children's welfare is in place and well maintained. The childminder keeps her home secure and minimises hazards effectively so that children do not come to any harm. Her resources are safe and suitably challenging for children and good use is made of the home to support children's learning. The childminder is aware of the importance of making her home inclusive for all children.

The childminder forms positive relationships with parents. She uses the information she obtains from parents to help her settle children and meet their individual needs. New parents have access to a wide range of helpful written policies so that they know what to expect. The childminder keeps parents well informed about their child's day and achievements mainly through informal verbal feedback. Parental contributions are valued as the childminder is keen for them to share what they know about their child's learning and development. However, there are fewer opportunities for parents to be involved in, and to formally contribute to, the learning and assessment records.

The childminder forms good working relationships with other providers who share the education of individual children. They regularly share observations about a child's achievements and how their learning is being extended so that there is coherence in their plans for the child. The childminder is fully aware of the need to access support from interagency teams if she identifies a child as needing additional help.

The childminder shows she has a realistic view of her strengths and weaknesses. She attends some courses to keep up to date with new childcare practices and to develop her knowledge. She makes good use of courses to improve and develop her own ways of working. For example, she recently introduced a new assessment system that has helped her observe and plan more effectively to help each child make progress. The childminder regularly informally evaluates what she does in order to improve outcomes for children. However, she does not have a rigorous ongoing system for reflecting on her practices to help her identify areas for further development that will benefit children.

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

Children are happy, settled and well occupied. They show they feel safe and secure as they confidently move around the setting and help themselves to toys. Less confident children soon leave the childminder's side to explore and investigate the resources. Children show they build very positive relationships with adults and peers. They generally play well together, learning to share and take turns. They begin to show care and concern for others as they do simple tasks for them. The childminder deals sensitively and calmly with any incidents and helps children learn why their behaviour was inappropriate. She encourages them to respect each other and to think about how others feel. The childminder teaches children to

value differences by accessing resources that show positive images of diversity.

The childminder has good systems in place that help children make good progress in the areas of learning. She carries out robust observations that help her assess how well each child is achieving. Overall, she effectively uses this information to plan further relevant learning experiences that help them continue to make progress although some of her written plans lack focus on the identified individual next steps for each child to fully ensure she meets their needs.

Children develop the skills they need for their future learning. They are interested and engaged in activities where they construct models and solve problems. They use their imagination well as they role play with the kitchen items. Children develop into confident speakers as they talk about what they are doing and share their experiences. They learn the link between letters and sounds as they look at their name cards with the childminder. Children develop skills in using technology as they use computers, tills, phones and toys with buttons. As they go out and about, the childminder uses the everyday opportunities well to promote children's awareness of number, colours and personal safety. Children are encouraged to explore their environment and the natural world as they go on nature walks. They use their senses to explore different materials and look for mini beasts.

Children develop healthy lifestyles as they have plenty of opportunities to enjoy fresh air and exercise. The childminder helps them understand the importance of exercise and its effect on their bodies. Children develop a good understanding of sun safety as they learn the importance of wearing sun hats and using sun cream. Their physical skills develop well as they use different equipment in the garden and on outings to parks. The childminder encourages them to eat healthily and they have easy access to drinks.

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

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