

Inspection report for early years provision

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Inspection date	16/02/2010
Inspector	Rebecca Elizabeth 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.

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 was registered in 2005. He works in partnership with his wife, who is also a registered childminder. They live with their two children aged 8 and 10 years old in a three bedroom house in a residential area of Beckenham in Kent. All of the house is used for childminding, with the downstairs of the house the main area used for play. A garden is available for outdoor play. The family have two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He is registered to care for four children under 8 years old when working on his own, with three in the early years age range. When he is working with his co-childminder they can care for up to eight children under 8 years, with six in the early years age range. There are currently eight children on roll, who attend on various days and times. Five of these children are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of children's welfare and development successfully. Children are safe and well cared for in the welcoming, inclusive environment. Close partnerships with parents ensure that all children's individual needs are met well and they make good progress in their learning, given their age, ability and starting points. The childminder works closely with his co-childminder to continually monitor the service they provide. This ensures that any priorities for future development are promptly identified and the provision is responsive to the needs of the children and their families.

What steps need to be taken to improve provision further?

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

- carry out regular fire evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- ensure next steps identified for children are regularly followed up and reviewed, in order to monitor progress towards the early learning goals

The effectiveness of leadership and management of the early years provision

All required documentation that promotes children's health and safety and effectively safeguards their welfare is in place. The childminder has an understanding of his responsibilities towards the children in his care and knows what steps to take if he is worried about a child. The childminder and his co-childminder offer a very well-organised, stimulating and welcoming environment

for children. Equipment and resources are of excellent quality, readily accessible and used highly effectively to support children's learning and development.

Partnerships with parents are extremely positive and contribute significantly to children's good progress at the setting. The childminder has a good understanding of children's backgrounds and needs, which helps ensure equality and diversity is effectively promoted. Parents are very well informed about their children's achievements, well-being and development and have access to a wealth of information about the setting. The childminder is aware of the need to build good working relationships with other providers where children attend additional settings. The childminder and his co-minder jointly reflect on their service and make sure that any areas for improvement are promptly identified and addressed. Actions taken are well targeted and lead to improved outcomes for children, such as re-organising play equipment or developing the use of the allotment to help children learn about the natural world. Feedback from parents and children is used as part of the self-evaluation process and the childminder takes their views and ideas into account.

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

Children have excellent relationships with both childminders and are happy and settled in the setting. They flourish and grow in independence in the well-equipped, safe environment, confidently selecting their own resources from the wide range available. Children learn to keep themselves safe when they remember why they need to sit down carefully instead of standing on the sofa. There are clear evacuation plans in place, but these have not yet been practised with all the children to ensure everyone can act quickly in an emergency. Children adopt excellent hygiene routines when they wash their hands before they eat, using the liquid soap and individual towels provided. The childminder ensures he takes careful precautions when children are potty training to help protect them from the risk of cross-contamination. Children benefit from excellent opportunities to learn about healthy eating through stimulating, hands-on experiences and they enjoy planting and helping to care for fruit and vegetables in the allotment. They enjoy a range of challenging opportunities to practice their physical skills and have fun playing outside every day or walking to school with the childminder, as part of a healthy lifestyle.

Children take part in a good variety of activities and experiences that are tailored to their individual needs and interests. The childminder has a good understanding of children's needs and abilities. His co-childminder takes the lead in making observations and assessments of children and the childminder supports her in this process. Regular observations are used to identify next steps for children's learning, but these are not always clearly followed up in order to monitor children's progress towards the early learning goals. Children's early language skills are nurtured when the childminder encourages conversations and spends time talking to children as they play. They solve simple problems through every day activities, working out which pieces of the train track need to be fitted together to create the shape that they want to make. Children find out about the world around them

when they help dig the vegetable patch at the allotment or explore and investigate the wildlife in the pond. They use their imaginations when they create pictures and collages, dress up or sing and dance to music. Children are very well occupied and stimulated throughout the day and thoroughly 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

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	1
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	1

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	1
The extent to which children make a positive contribution	1
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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