

## Inspection report for early years provision

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<b>Unique reference number</b>	128620
<b>Inspection date</b>	22/02/2011
<b>Inspector</b>	Rebecca Khabbazi
<b>Type of setting</b>	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 1998. He lives with his wife, who he works with as his co-childminder, one child aged six years old and two teenage children. The family live in a four bedroom house in a residential area of Sydenham within the London Borough of Lewisham. The downstairs of the house is the main area used for childminding. A garden is available for outdoor play. The family have a dog.

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 three children under eight when working on his own, and a total of eight children under eight years old when working jointly with his co-childminder. Of these, five children can be in the early years age range. There are currently five children in the early years age group on roll and the childminders also care for one child aged over eight years old.

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 promotes children's welfare and development effectively overall and most requirements are met. Children settle quickly in the welcoming, inclusive environment. Strong partnerships with parents ensure that the childminder knows children well and they make good progress in the learning, given their age, ability and starting points. Together with his co-childminder, the childminder reflects on his practice on a regular basis and strives for continual improvement.

## **What steps need to be taken to improve provision further?**

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

- request written permission from parents to take children on local outings
- strengthen systems for observation and assessment by regularly following up and reviewing next steps, in order to track children's progress towards the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a secure understanding of his responsibilities towards the children in his care, and knows what steps to take if he has concerns about a child. This ensures that their welfare is safeguarded overall. The childminding premises is well organised so that there is space to play and children can easily access a good

variety of age-appropriate play materials and resources. The childminder and his co-childminder make regular risk assessments of the home, garden and of outings, but the records they keep do not contain all of the legally required information.

The childminder has good relationships with parents and ensures he has a clear understanding of each child's background and needs. He adapts care where needed, for instance to take into account children's routines, so that individual needs are met and equality and diversity is effectively promoted. Parents are kept up to date through daily discussions and have access to a wide range of policies and procedures. The childminder is aware of the need to build effective partnerships with other providers where children attend more than one setting. The childminder and his co-childminder make use of contact with other providers to evaluate their own service and consider areas for future development. They take action to improve outcomes for children, such as further developing their skills through courses or reviewing and re-organising play resources.

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

Children are confident and settled in the childminder's care. They grow in independence as they select their own resources, and the childminder makes sure safety precautions are in place so that children can move confidently and safely around the home. Children adopt simple good hygiene routines when they wash their hands before they eat, enjoying cheese and crackers for a snack and a freshly prepared balanced meal for their tea. They take part in physical activity every day as part of a healthy lifestyle, having fun in the park or playing in the garden.

The childminder has good relationships with minded children and they enjoy a wide variety of activities and experiences across all areas of the curriculum. The childminder supports his co-childminder in making observations of children and contributes to the assessment of their achievements. However, next steps identified for children are not yet clearly followed up and reviewed in order to monitor children's progress.

Children enjoy looking at books or cuddling up for a quiet story. They learn about shape and size when they make big and small circles out of play dough, and solve simple problems when they find the pieces they need to create a model out of Lego. They find out about the world around them when they water the plants in the special garden in the local park or dig in their section of the childminder's garden. Children use their imaginations when they choose materials to create pictures in the playroom, dress up or make tea in the role play kitchen. They benefit from a balanced routine with active and quiet times as well as indoor and outdoor play, and are well occupied throughout the day.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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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