

Inspection report for early years provision

Unique reference number	EY421963
Inspection date	19/07/2011
Inspector	Mauvene Burke
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 2011. He lives with his wife, who is a registered childminder, and their two daughters aged 11 and 14 years. They live in the London borough of Wandsworth close to shops, school and public transport links. The ground floor only is used for childminding during the day, one bedroom upstairs is used when offering overnight care. There is an enclosed garden available for outdoor play.

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. Along with his wife, he is minding five children in this age group. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows the children very well and so is able to support their individual needs positively. He creates an environment in which children are comfortable and quickly become confident. This contributes to the steady progress that they make in their learning and development. Children's welfare is mostly safeguarded, but not all relevant detail are obtained to ensure children's welfare. The close partnership with parents contributes effectively to children's care and learning but relationships with other early year's providers are not yet established. The childminder strives to make changes that promote children's care and learning and he has plans for further development of the provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain emergency contact numbers for all children
looked after on premises (Safeguarding and promoting children's welfare) 02/08/2011

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

- improve further the observation and assessment records of children to identify all areas of learning and to clearly define next steps in learning in order to set effective challenges. Use the Practice Guidance for the Early Years Foundation Stage as a supporting tool.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge and understanding of child protection issues. He is fully aware of the known indicators of abuse and neglect having recently completed training in this area; so understands his role and responsibilities with regard to safeguarding children. The childminder has undertaken the required training courses, including first aid, and is in the process of completing a qualification in childcare at NVQ level 3. He conducts stringent risk assessments indoors and outside to ensure children's overall safety, including ensuring that all visitors, including builders, sign their name in the visitor's book.

Whilst overall detailed information is obtained from parents with regard to their children's individual needs, routines and characters, the childminder has not ensured that he has an emergency contact number for all the children in his care. This is a specific legal requirement of the Early Years Foundation Stage (EYFS). Nonetheless, the information collated enables the childminder to get to know each child well and adapt activities and routines appropriately, thereby offering a wholly inclusive provision. Children have ample space to move around, including the use of the summer house and the large garden. Resources are plentiful and of good quality. Children in this setting are learning about their own culture and that of others through a varied range of multicultural and small world resources. They are displayed attractively at a low level enabling children to develop their independence in the choice of activities and toys. The childminder has started the process of self-evaluation and is becoming aware of how such systems can help to identify strengths in the provision and assist in prioritising areas for further development. Although he has only recently been registered, he demonstrates a keen and enthusiastic approach to ongoing improvement such as creating a designated area in the garden where children can explore mini-beasts.

Parents and carers receive detailed information about the provision through appropriately worded policies and procedures. The childminder has also recently started to provide parents and carers with a three-monthly news letter as another method of keeping them informed about what events have taken place and will be taking place within the setting. Comments made on the questionnaires completed by parents and carers suggest that they are very happy with the service being provided. Comments made include, '... I strongly endorse the professional service that the childminders afford my child' and 'I put my child's development down to the coaching she receives in this setting', another states that their child has become 'chatty and creative' since being here. There are currently no children attending the setting with special educational needs and/or disabilities, but the childminder is aware of considering fostering partnerships in the future with other providers and professionals as and when necessary.

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

Children are very happy, settled and confident in the childminder's home and he has created an attractive and stimulating learning environment. They interact very well with him as he is friendly, kind and loving. He offers an abundance of cuddles to young children so that they can feel very safe and secure in his care. The childminder has a good knowledge of the Early Years Foundation Stage learning and development requirements and provides a good range of indoor and outdoor play opportunities that incorporate all six areas of learning. Resources are very good and stored at a low level throughout the home so that children can exercise personal choice and decision making as they play. Formats are being developed for recording children's attainment and achievement in their progress and the childminder has linked these to most of the areas of learning. The assessments do not as yet provide guidance for planning the next steps in children's progress although the childminder is able to articulate where he sees children moving on to their next achievement. Children benefit from the appropriate levels of involvement from the childminder in their play and activity. Children in this setting particularly enjoy imaginative and physical play. They spend a considerable amount of time in the garden where they have access to pedal bikes and climb when using the slide. They are showing a good awareness of the space around them as the manoeuvre around the garden. The children use their cars to 'drive' around on the play mat, remembering to stop at the traffic light as it is 'showing red'. The childminder uses this opportunity to talk about road safety.

Although the current parents of the children attending this setting prefer to provide their children's main meals, good measures are in place to promote children's health and well-being. The provider works in partnership with parents who are encouraged to ensure that meals are nutritious and well-balanced. The provider provides children with healthy snacks and ensures that children have access to fresh drinking water. Children are adopting very good personal hygiene routines and are very aware of the need to wash their hands when coming in from playing in the garden and before eating. . The childminder and his wife are from different cultural backgrounds and they willingly share their customs and traditions with the children attending. Children take part in planned activities both within the home and at the local groups that they attend, that are linked to a range of festivals throughout the year.

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	3
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	3

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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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