

Inspection report for early years provision

| | |
|--------------------------------|-------------|
| Unique reference number | 159926 |
| Inspection date | 08/12/2011 |
| Inspector | Liz Coffey |
| Type of setting | Childminder |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 2001. He lives with his partner who works as his assistant. They live in a five bedroom property in New Cross in the London borough of Lewisham. Children are cared for mainly in the lower ground floor which has been set out as a designated playroom. The first floor is only used for toileting and sleeping purposes. An enclosed back garden at ground floor level is used for outdoor play.

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 eight years, of whom three may be in the early years age range. When working with an assistant he is registered to care for no more than seven children under eight years old. Of these, not more than six may be under five years old, and of these, not more than two may be under one year at any one time. There are currently a total of 13 children on roll, nine of whom are in the early years age group. Children attend for a variety of full and part-time placements.

The childminder holds an early years qualification at level 3. He is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in the warm and inclusive environment provided by the childminder and his assistant. All families are made to feel welcome and children feel valued by the childminder who understands their individual needs and interests very well. This enables him to promote children's welfare and learning, helping children to make good progress overall given their age, ability and starting points. Most required documentation is in place. Close working partnerships with parents and other adults are a key strength, and are significant in making sure that the needs of all children are met. The childminder reflects on his practice and has taken some positive steps to identify the strengths and weaknesses of the provision. He is keen to further develop his service to ensure ongoing compliance with regulatory requirements and improved outcomes for all children.

What steps need to be taken to improve provision further?

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

- ensure that a written procedure for dealing with concerns and complaints from parents is in place

29/12/2011

- (Safeguarding and promoting children's welfare)
- ensure that the daily record of the names of the children looked after on the premises, includes their hours of attendance (Documentation)

29/12/2011

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

- further develop systems of self-evaluation to help identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- further develop use of observations to identify learning priorities and plan relevant and motivating learning experiences for individual children.

The effectiveness of leadership and management of the early years provision

Children are kept safe and their well-being is promoted by the childminder. The childminder has devised written information about his setting which he shares with parents. However, a written complaints procedure is not in place. This is a breach of requirements. Although a daily record of children's attendance is maintained this does not include their actual hours of attendance. This is a further breach of requirements. The childminder has good referral details in place and is aware of the procedures to follow if he has any safeguarding concerns. Areas used by the children are well laid out to enable them to move about freely and safely. Good quality resources, mostly made from natural materials, are effectively stored to enable children to self-select from a range of activities. This helps them become confident in making choices in their play and learning. Risk assessments have been completed. These help to identify potential hazards that children may be exposed to. The childminder takes effective action to protect children from danger. Regular fire drills are carried out, which help prepare children to evacuate safely in the event of an emergency.

Children demonstrate a strong sense of security in the setting and readily approach the childminder and his assistant for help if needed. All children are valued and engaged in a range of activities that help support their learning and development. They use a range of toys and resources that reflect diversity and participate in activities that help them understand other cultures and traditions. The childminder works very closely with parents and other settings that children attend. He talks to parents about how children have spent their day, and gives them ideas of activities they can do to help further support their children's learning and development. Parents are extremely pleased with the service provided and describe the setting as 'a unique and wonderful place for young children' where children are 'safe, content and stimulated'. They praise the 'child-led imaginative play' where children are 'valued as individuals while being able to explore and learn at their own pace'. Partnership with other settings that children attend is excellent. The childminder works extremely closely with schools and nurseries, liaising with staff about how best to meet children's individual needs. For example, he has accompanied parents to school meetings to share information and identify ways in which all adults can

support and nurture each child. The childminder is aware of the strengths and weaknesses of his provision, although systems of self-evaluation to help identify targets for future improvement are not yet fully established. He regularly reviews his practice and takes an active interest in early years policy and research. His commitment to providing a relaxed environment where children's curiosity, imagination and creativity is fostered, underpins all aspects of his work.

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

Children are extremely happy, confident and settled with the childminder, who is warm and caring in his approach. They enthusiastically take part in a wide range of games and activities. They confidently move around the playroom, select resources and create their own games. They feel very safe in the setting because the childminder knows all of the children in his care extremely well and offers consistent and familiar routines to meet their individual needs. They learn how to keep themselves safe through clear boundaries and learning about safety. The childminder explains things in a clear and sensitive manner to children and is very effective in ensuring that children are helped to develop a sense of what is right and wrong. The childminder acts as an excellent role model, teaching children to be polite and well mannered and children are friendly, sociable and kind to each other.

Children's welfare, learning and development are successfully promoted. Children enjoy a very broad and challenging range of activities in the setting. The childminder is very skilled at facilitating child-led play, where children's interests and imagination are fostered. There are good opportunities for children to engage in music, singing and rhymes throughout the day. Children develop an interest in books and storytelling as the childminder shares books with them or sits on the floor making up stories using a variety of resources and props. The childminder's commitment to inclusion is evident and diversity is highly valued. Children's individual needs are very well met in all aspects of their care and the childminder is proactive in seeking information from parents to develop his understanding of issues relating to their needs. Children thrive in this positive nurturing setting. Children develop a strong sense of belonging at the setting and photographs of children who have been cared for over the years by the childminder are proudly displayed. This builds children's confidence and fosters their self-esteem. Children have excellent opportunities to develop their knowledge and understanding of the world. They enjoy activities linked to customs and festivals from around the world, and there are excellent quality resources available that reflect diversity.

Play in the childminder's back garden provides children with a wealth of learning opportunities. They observe and discover wildlife such as plants and insects and learn the names of different flowers and trees. They work cooperatively together building dens and creating their own make-believe games. Children's physical development is fostered as they climb, run about and explore. The childminder ensures that opportunities for outdoor play are provided throughout the year, helping children learn to identify the changes that different seasons bring. Children

learn about the importance of good personal hygiene as they wash their hands before meals or after using the toilet. They enjoy a wide range of healthy meals and snacks and the childminder skilfully introduces children to new tastes and textures and foods from around the world. The childminder collates written observations of the children's attainments, interests and learning styles and these are shared with parents. However, as yet they are not used to plan for next steps in individual children's learning the childminder is keen to develop this aspect of his service. Overall, children are supported to develop good skills for the future

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 | 1 |
| 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 |
|--|---|

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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email is in place (Procedures for dealing with complaints) 29/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email is in place (Procedures for dealing with complaints) 29/12/2011