

Inspection report for early years provision

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Inspection date	01/03/2012
Inspector	Patricia Edward
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 lives with his parent in the London borough of Lambeth. The whole of the ground floor and first floor bathroom and master bedroom are areas of the property used for childminding purposes. There is a fully enclosed garden available for outside play. The childminder takes the children to the park and library. The family have a pet cat.

The childminder is registered to provide care for four children under eight years; of these, not more than three may be under five years, and of these, not more than one may be under one year. When working with his mother, who is also a registered childminder, they are registered to provide care for eight children under eight years; of these, no more than six may be in the early years age range, and of these, not more than two may be under one year. There are currently six children within the early years age group on roll attending on a full- and part-time basis. The childminder supports children who learn English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children are cared for in a safe and stimulating environment. Children are very secure, happy and confident in the care of the childminder, whose service is inclusive overall and promotes their welfare successfully. He supports children's learning and developmental needs well and they make good progress. He provides parents with clear policies and procedures that underpin the childminding service and promotes positive partnerships overall. He demonstrates his ability to make continuous improvements and sustain existing standards in the setting through detailed self-assessment.

What steps need to be taken to improve provision further?

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

- improve assessments of children's progress by involving parents more and obtaining information on what children can do at home as a basis to start future observations to meet children's individual needs
- show particular awareness of the needs of children learning English as an additional language. Use their home language when appropriate within the setting.

The effectiveness of leadership and management of the early years provision

The childminder and his mother, who is his co-childminder, work closely together. The childminder is well aware of his responsibility to safeguard the children in his care. He shares his policies and procedures with parents so that they understand his role in keeping children safe. All the required documentation policies and procedures are in place. The childminder helps to keep children safe and secure through effective risk assessment inside and outside the home. He maintains clear, concise and accurate records to support children's welfare. The childminder and his co-childminder have made a lot of effort to address the issues raised at previous inspections. This has resulted in many improvements with regard to documentation and safeguarding. He has a positive attitude to training and has recently attended safeguarding and Early Years Foundation Stage courses to enhance his care of the children. He works closely with his co-childminder to assess the provision and identifies areas for future development. This reflects his good capacity for maintaining continual improvement.

Children's outcomes are clearly attributable to the good use and deployment of resources. There is a multitude of resources stored so the children can have independent access to them. Some clear labelling allows the children to learn early word recognition. The childminder promotes equality and diversity very well with the children, helping them to learn about different festivals and celebrations. Children who learn to speak English as an additional language are developing well. However, the childminder does not reflect their first language within the environment.

The childminder has a good relationship with parents, which benefits the children greatly. Information is passed onto parents through a number of ways, such as discussion, daily diaries and quarterly development reports. This ensures that parents are aware of their children's abilities and activities that they have been involved in and enjoy. The childminder is developing links with the local schools that the children attend in order to plan for their needs and ensure the time they spend with him compliments their day elsewhere. He demonstrates a strong understanding of the importance of working in partnership others in order to promote well-being for children attending.

The childminder has a good understanding of how to support children's learning and development. However, he gathers limited information from parents at the start of the placement. Parents are also not included fully within their children's learning, to support continuity and progression. Each child has their own individual record, known as their learning journey, and he regularly shares this with parents. It contains a wealth of information, including photographs, examples of children's work and the childminder's written observations, which he uses to plan for their future development.

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

Children learn how to keep themselves safe as the childminder consistently reminds them about safety. For example, they know why they must not stand on chairs because they might fall down and hurt themselves. They also understand how to evacuate the home in case of emergency. Children learn about healthy lifestyles through a multitude of opportunities such as visits to parks, drop-in groups and accessing the garden on a daily basis. The childminder respects and considers children's individual dietary needs and requirements carefully. There are good menu plans in place and children have balanced, nutritious meals. Children develop understanding of healthy eating through cooking activities, such as making pizza and fruit salad. Children know to follow well-established hygiene routines.

The childminder encourages early language and mathematical skills as he supports the children's development as they play. For example, the children call out the numbers on flash cards that the childminder holds up and relish in their accomplishments as he praises them. Children's have ample opportunities to learn about the world around them. They grow a range of vegetables and plants. Their skills develop well through access to laptops and software programmes, and they use interactive activities that help develop their hand and eye co-ordination. They use a cooking program that helps them either bake a cake or make a pizza. This helps children develop positive attitudes to cooking and healthy eating, as well as developing good skills for the future.

Children are happy, confident and at ease within the setting and seek out the childminder to involve him within their play or just to have a chat or cuddle. Babies play alongside older children with a good selection of toys to keep them interested. Children behave well and develop good manners. The childminder and his co-childminder encourage them to say 'please' and 'thank you'. They are confident, have good levels of self-esteem and are well motivated to learn. Children develop early numeracy and problem-solving skills as they enjoy completing puzzles. They demonstrate a good understanding of space as they use construction toys and are able to recognise simple shapes. Children's communication and literacy skills are developing well. They enjoy story time and speak confidently to their peers and to adults.

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