

Inspection report for early years provision

Unique reference number	EY301582
Inspection date	27/03/2012
Inspector	Linda Nicholls
Type of setting	Childminder

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T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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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 registered in 2005. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Registration is for a maximum of four children aged under eight years at any one time, three of whom may be in the early years age group. When working with a co-childminder they may care for a maximum of four children at any one time and of these four may be in the early years age range. There are currently three children in the early years age range on roll. Registration does not include overnight care.

The childminder lives with his wife, who is also his co-childminder and their three school aged children, in Woolwich, the London Borough of Greenwich. There are parks, shops and a library within walking distance. The first floor maisonette living room and a bedroom are available for childminding. The premises are accessed by stairs. There is a secure garden and fully equipped playroom for outside play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has effective knowledge of each child's needs and works successfully to promote their individual welfare and learning. As a result children progress well, given their age, ability and starting points in most aspects of their learning and development. Children are safe, secure and enjoy being with the childminder. Strong engagement with parents and partnership working promotes effective continuity of care and support for children's learning. Reflective self-evaluation has been started and successfully identifies suitable priorities for improvement and shows a good capacity to maintain continuous improvement of the service the childminder provides.

What steps need to be taken to improve provision further?

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

- develop resources , including language scripts and examples of songs and rhymes, to reflect the diversity of all children attending, so that they learn all languages are valued.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are comprehensive and reflect current local Safeguarding Board practice. The childminder is clear about his role and responsibilities. Children

are supervised directly at all times. The childminder and his co-childminder have produced policies and procedures that are implemented successfully to promote children's health, safety and well-being. These are reviewed regularly to check their effectiveness. Thorough risk assessments, together with a good understanding of safety procedures, ensure that the premises are safe and hygienic. Routine outings and walks in the locality are assessed to ensure risks are reduced so that children can enjoy fresh air, physical exercise and gain from natural outdoor experiences. An exit procedure is displayed and practised so children know what to do should an emergency arise.

Children play safely in the home and learn to be increasingly responsible for their personal safety, for example, as they wash their hands before snack. Improvements to the indoor play space demonstrate foresight with resources easily accessible. Items are free standing or stored in open shelving at child height. There are ample books for children to look at, role-play items to express their imagination, construction equipment to experiment with, number pads and battery-operated keyboards for children to choose from to extend their knowledge and understanding of the world. There is a variety of items reflecting different cultures and languages but these do not include the cultures of all the children attending so children do not fully recognise and value diversity.

The childminder works effectively with parents to gain accurate information about children's starting points and achievements at home. Parents praise the childminder for his excellent service and the activities provided. Children's progress records include consistent observations, assessed then linked to the six areas of learning. The next steps for children's learning are identified and incorporated into future planning. Regular discussions with parents keep them engaged and well informed of their child's experiences. The childminder has developed contact with other registered provision, including other childminders, nurseries and schools children attend ensuring an active continuity in children's care and learning.

The childminder has committed aspirations for quality through ongoing improvement. He reflects on his service by self-evaluation. He encourages parents to contribute ideas for the further development of his service. The childminder has identified priorities for the continuous improvement of his provision, such as attending training.

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

Children are eager to learn because the childminder clearly understands how children learn through play. They are absorbed and engaged in what they do. They develop caring relationships with the childminder who provides effective emotional and practical support. Children receive praise and encouragement with a sticker system so they develop positive behaviour and good levels of self-control. They make independent choices to explore colours and textures. Photographs show they are happy and proud of their craft achievements. The childminder provides a good role model because he leads by example. Children respect and care for themselves

and others they meet in his home. They learn to take turns in games and conversation because the childminder supports them as they expand their communication skills. He asks questions to challenge them and make them think.

Children learn how to stay safe. The childminder talks about safety issues, such as effective hygiene procedures, so children take responsibility for keeping their hands and faces clean. Fresh drinking water is available should they need it and the childminder works closely with parents to supply healthy snacks. Children develop muscle control as they play in the outside play area or local parks. Children make steady gains in their learning because the childminder provides a stimulating and welcoming environment based on their interests, such as construction activities or singing. They benefit from his thoughtful and effective organisation of activities that act as a foundation to the development of their skills for the future. The childminder provides children with experiences that reflect their community and the wider world with activities covering cultural or seasonal events. Children do not learn to value the languages and cultures of all those who attend. The childminder is confident to allow them to take a full and active lead in their own learning.

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	2
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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