

Inspection report for early years provision

Unique reference number	EY433628
Inspection date	16/04/2012
Inspector	Chris Hodge
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in October 2011. He lives with his partner, who is also a registered childminder, and three children aged 10, five and two years, in a three bedroom house in Abbeywood in the London Borough of Greenwich. The whole of the ground floor together with the children's bedrooms and first floor bathroom are used for childminding purposes. There is a fully enclosed garden for outdoor play. The applicant is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years, of these, three may be in the early years age group at any one time. When working with his wife he is registered to care for a maximum of six children under eight years, of these five may be in the early years age group of whom two may be under one year at any one time. The childminder is also registered to provide overnight care. He attends local groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, caring and stimulating environment in which children make good overall progress towards the early learning goals. Although partnerships with parents are well established, partnerships with other early years settings children attend are less evident. Children's safety and welfare is given high priority and is underpinned by comprehensive written policy and procedural documentation. The childminder is using effective systems for self-evaluation and reflective practice, to help him identify areas for future development. He therefore demonstrates a positive attitude and commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the use of picture and written labelling to further promote children's early reading skills
- incorporate children's individual next steps into the planning
- provide continuity in children's learning by working in partnership with other early years settings children attend .

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of his role and responsibility for keeping children safe. He has completed a basic safeguarding course and has a comprehensive safeguarding policy to refer to, should he have any concerns about a child in his care. Robust risk assessments are undertaken for outings and on his home, and

necessary safety measures are in place to keep children safe. The childminder holds a valid first aid certificate and all adults in the home have been appropriately vetted. All documentation and required records are in place and are suitably maintained.

Relationships with parents are well established. The childminder works in partnership to share information and to keep parents well informed about their child's day and progress. Although he has made links with other early years settings children attend, information about activities and children's development is not regularly shared. As a result there is little continuity in children's learning. The childminder welcomes all children and families into his home and promotes inclusive practice through his written policies, positive image resources and activities. The childminder makes good use of the space within his home. The environment is warm and welcoming and children can help themselves to a broad selection of good quality play resources. This encourages them to make choices about their play and develop their independence. Although limited use is made of labelling there are lots of educational pictures and posters on display to support children's learning.

The childminder has completed his registration training together with several other workshops. He is committed to providing children with good quality care and enhancing his professional development by attending further training with Greenwich Early Years. The childminder talks to other childminders to discuss childminding issues and understands the importance of reflecting on his practice. He has completed his self-evaluation form and intends to use this as an ongoing tool, to help him identify areas for future development.

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

The childminder is warm and responsive to children's different needs, helping them to settle quickly and form close attachments with him and his family. He has good systems in place to find out about children's likes, dislikes, individual needs and starting points from parents. The childminder undertakes simple observations that are linked to the early learning goals and identify the next steps in children's learning. However, the individual next steps for each child are not currently incorporated into the childminder's planning. Children enjoy a broad range of learning opportunities both indoors and outside the home. The childminder has started to track children's progress towards the early learning goals and uses photographs to record children's achievements.

Children feel safe, secure and are very much at home with the childminder, demonstrating a strong sense of belonging. They happily play on their own for short periods of time, knowing that that childminder is always on hand to join in when required. The childminder spends a lot of time playing, interacting and talking to children, encouraging them to develop their language and listening skills. Children have easy access to a good range of books and enjoy sitting with the childminder to listen to stories. However, opportunities are missed to further

increase children's awareness that text carries meaning as only limited use is made of labelling. Children have fun developing their number skills through number rhymes and confidently count throughout their play. They have access to a good selection of electronic toys and enjoy using puzzles and various construction resources for problem solving. Children experience a wide range of cooking and craft activities and have great fun dancing and singing songs. A good variety of role play resources encourage children to develop their imaginations and to act out real life situations. Children enjoy playing outside in the well equipped garden where they explore with sand, take part in planting activities and develop their physical skills. They learn about the wider world on outings to various groups, the library, park and local allotment. Indoors they take part in activities celebrating different festivals.

The childminder has a range of comprehensive policies and procedures that are effectively implemented to promote the welfare of children. For example, infectious children are excluded to ensure cross infection is minimised. Appropriate procedures are in place for the administration and recording of medication and accidents. Children are cared for in a clean and well maintained home environment. They are encouraged to adopt healthy lifestyles by taking part in regular physical activity in the garden and on regular outings to the park. Children learn the importance of good personal hygiene routines such as hand washing after going to the toilet and before meal times. They are encouraged to eat a healthy balanced diet. The childminder promotes positive behaviour by setting clear and consistent boundaries. He rewards children with lots of praise and encouragement and stickers. As a result children learn the importance of boundaries and acceptable behaviour as they develop the skills they need to support them in 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	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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