

Inspection report for early years provision

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| Unique reference number | EY346756 |
| Inspection date | 14/03/2011 |
| Inspector | Sandra Jeffrey |

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| 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 has been registered since 2007. He lives with his wife and two children aged nine and seven years old in a residential area in Bromley.

The whole of the property is used for childminding excluding the small bedroom on the first floor. The home is well organised, allowing children to move around safely, freely and independently. There is a fully enclosed garden for outside play. The family have three chickens in the garden.

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 five children under eight, three of whom can be in the early years age group. There are currently six children in the early years age range and two older children on roll, all of whom attend for a variety of hours.

The childminder has a Level 3 Qualification in Early Years Practice and is a member of the local Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment for all children in his care. The childminder effectively meets the needs of the children attending, which enables them to make good overall progress in their learning and development. He has good knowledge of each child's distinctive needs and characters and provides a varied range of activities for them to enjoy. The childminder works hard to maintain good partnerships with parents to ensure effective communication systems are in place. The childminder reflects on his practice and is able to recognise his strengths and areas for improvement, resulting in a setting that is responsive to all children's needs.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessments clearly stating when it was carried out, the date of review and any action taken following a review or incident. (Safeguarding and promoting children's welfare) 28/03/2011

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

- keep records of evacuation drills detailing any problems encountered and how they were resolved in a fire log book

- extend the observation and assessment system of children's achievements, to ensure they are used effectively to identify the next steps for children's development to fully support the children's learning journey.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the procedures to be followed to safeguard children and knows how to make a referral if he is worried about a child in his care. All adults in the home are suitably vetted and the childminder has a written policy in place. The childminder's home is well organised and children have access to a dedicated playroom where they can independently access a suitable range of age appropriate toys and resources. The childminder minimises potential hazards in the home by conducting regular risk assessments. Risk assessments are also carried out before embarking on outings, although these are not included in the records of risk assessments, this is a breach in requirements. Written records enable providers to keep the risks associated with outings at the forefront of what they do to keep children in their care safe. Children's health and welfare are promoted well and the childminder has an up-to-date first aid certificate. The childminder keeps relevant documentation that promotes children's health and well-being; including written consent from all parents to seek medical advice or treatment for children in an emergency. Emergency evacuation drills are practised with the children, supporting their understanding of what to do should there be a real emergency. Although records of these drills are not maintained by the childminder.

The childminder ensures all children feel truly welcomed and enthusiastically dedicates his time to them, enabling children to enjoy a full programme of activities. The daily routine always includes an outing and children's individual sleep and mealtime routines are adhered to. There are effective systems in place to share information about the children, and ensures he has a thorough understanding of each child's background and needs, so that equality and diversity is successfully promoted. Each child has a daily diary, to support verbal communication. Parents also have access to all relevant information about the setting including policies and procedures. The childminder establishes relationships with other settings the children attend in order to enable all parties to work together to fully support each child with the next steps in their development. When reviewing his setting the childminder takes into account feedback from parents and uses this information to help improve outcomes for children.

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

Young children are evidently comfortable in their surroundings and form close bonds with the childminder, this fosters their emotional well-being and helps them to achieve to their full potential. The childminder knows the children well and is warm and responsive to their individual needs. Young children clearly feel safe in

the setting and receive good quality care and attention; for example when being gently rocked to sleep. Children move freely and safely around the home because the childminder has effective safety precautions in place and supervises children closely at all times. Children play with toys and materials, which are organised to allow them to make choices in their play, which increases their independence and confidence. Children also enjoy regular art and craft sessions and baking bread. Children are supported in their development of a healthy lifestyle as the childminder ensures their nutritional needs are met appropriately; they enjoy snacks of fresh fruit and fresh drinking water is available throughout the day. Children are active and benefit from daily exercise at the toddler groups and also in the childminder's secure garden. Children are encouraged to start thinking about taking some responsibility for their own safety as they learn to tidy away the toys so no one trips over them.

Daily outings enable children to develop their physical skills, as well as learning about the world around them. For example, children enjoy learning about the changing seasons and caring for animals, such as the chickens in the garden and when visiting various children's farms. The childminder is developing a good knowledge of the learning, development and welfare requirements in line with the Early Years Foundation Stage, which enables him to provide a suitable curriculum for the children. He uses a varied range of resources to provide appropriate activities and experiences for the children in his care. He makes regular observations of children's achievements and uses these to think about relevant experiences for the future, but has not as yet developed this fully. Children enjoy mixing with a wide age range of children in the home and are encouraged to be kind and considerate to each others feeling and needs. This helps children think about how their actions affect others. Children have access to a good range of toys and activities that actively promote positive images of diversity and equality, enabling them to learn more about the world around them. Including learning how to write their name in Chinese for recent Chinese New Year celebrations. The childminder manages children's behaviour appropriately, providing a good role model for politeness and consideration of others. For example, children are encouraged to use good manners by saying please and thank you. This helps build important personal, social and moral development skills to help them establish and maintain positive relationships. Young children develop their early language skills when the childminder talks to them, reads stories and teaches them songs and nursery rhymes. Older children begin to solve simple problems during every day activities, such as completing puzzles and counting how many settings are required when laying the table for tea, for example.

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

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| 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

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| 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 | 3 |
| 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

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| 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

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| 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 | 3 |
| 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

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