

Inspection report for early years provision

Unique reference number	EY382567
Inspection date	29/06/2009
Inspector	Sarah Morfett
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2008. He lives with his wife and her grown up child in Sidcup, in the London borough of Bexley. The whole of the childminder's house is used for childminding, is easily accessible and close to local amenities. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, three of whom can be in the early years age group. When co-minding with his wife he is able to care for nine children in total, six of whom can be in the early years age group. The childminder is currently jointly minding six children in the early years age group and has a total of 10 children on roll. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder works closely with his wife, who is also a qualified childminder, to offer children an excellent range of learning opportunities, which help them to explore, investigate and reach their full potential. The childminder promotes an inclusive environment, drawing on his wide knowledge of each child to meet their individual needs. A successful partnership with parents ensures an effective two-way flow of information, which keeps him fully informed of their children's learning and development. The childminder is realistic in his approach to identifying his strengths and areas for development, therefore showing an excellent ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue making systematic observations and assessments of each child's achievements and learning styles to help move children forward

The leadership and management of the early years provision

Children receive excellent support from the childminder. He works with a wide range of policies and procedures that effectively promote the aims and progression of all children in his care. This means he promotes their welfare, learning and development with great success. The childminder uses the Ofsted self-evaluation form to identify areas for development, continually building on current practice. He actively involves parents in the development of the setting. For instance, by asking

them to complete questionnaires and acting upon their suggestions to enhance experiences for children. Parents are given excellent opportunities to be involved in their children's learning and development because the childminder makes himself available at a time to suit them to discuss their children's progress.

Children are extremely well safeguarded in all aspects of the provision, with excellent strategies in place to promote their safety. For example, the childminder has developed and implemented an exceptional risk assessment system, which covers all aspects of children's safety and ensures all hazards are minimised both in the home and on outings. The childminder has had recent training in child protection and is fully confident to follow the local procedures should he have a concern about a child in his care.

The quality and standards of the early years provision

Children thrive in the child-friendly environment. The childminder and his co-minder enthusiastically set up their home to ensure that children can move freely around and access a full range of experiences. These help them make excellent progress within the early learning goals. Therefore, effectively promoting their welfare, learning and development. Children benefit greatly from meaningful interaction with the childminder, for example, they squeal with delight as they play a game of hide and seek. Opportunities for role play are supported well by the childminder and help children make connections to their own experiences. For instance, the children re-enact the childminder's recent wedding, dressing-up and pretending they are getting married. The childminder asks many effective questions to help extend their learning. For example, by encouraging their early awareness of number concepts as he helps them count in everyday activities. Therefore, the children begin to develop the necessary skills for their future learning.

The childminder plans daily routines around the interests of the children with a big emphasis placed on the play being child-led. He uses a tracker book to gauge where children are at and makes observations to assess the next steps in their learning. This system is in its infancy and the childminder is keen to continue to develop this and to build his knowledge of the children's individual learning styles to enable him to move them forward. Inclusion is given top priority within the setting. Details of what the children can do are collated when they first start and built upon through observation. This means that the outcomes for children are promoted to an outstanding level.

Children's health and well-being are promoted well. They learn about safety through regular reinforcement. For example, the childminder explains to them why they need to wear a hat outside in very hot weather and why they must take regular drinks. He also organises activities that are cool and fun when it gets too hot to play in the garden. They learn to keep themselves safe when they are out because road safety rules are practised. Children are offered a nutritious diet; they eat plenty of fruit tucking in with relish to their favourites. Children play well together because the childminder ensures they are engaged in activities that interest them and he offers praise and encouragement to build their confidence

and self-esteem. Therefore, they behave exceptionally well and make the most of their time with the childminder.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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