

Inspection report for early years provision

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Inspection date	08/02/2012
Inspector	Christine Bonnett
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 registered in 2011. He lives with his partner and two school age children in St John's Wood, in the City of Westminster. The childminder regularly works with his partner who is also a registered childminder. The ground floor and first floor of the house are used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. He is currently minding three children in this age range. Some children attend on a part time basis. The family has two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's needs are exceptionally well promoted and they make excellent progress in their early development. The childminder has an in-depth understanding of how young children learn and develop and provides activities that support learning in all areas. The childminder engages extremely effectively with parents to promote inclusion and ensure that the unique needs of each child are met. Systems to develop partnerships with other providers and agencies have yet to be explored to enable a consistent and a complementary approach. The childminder demonstrates that he is highly motivated to maintain the continuous improvement of his provision to further enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- exploring strategies to develop systems for effective partnerships with other providers and agencies as the need arises, to enable a consistent and complementary approach to children's attainment and development.

The effectiveness of leadership and management of the early years provision

The childminder fully understands his responsibility to safeguard the well-being of the children and does so effectively. He has a thorough knowledge of the procedures to follow to report concerns about a child's welfare. The childminder also has an excellent awareness of protecting children's overall safety in the home

and outdoors. Clear and comprehensive risk assessments are conducted along with daily visual safety checks. These help to ensure that children are cared for in a very secure and safe environment at all times.

The childminder routinely works with his partner, who is also a registered childminder. They are both wholeheartedly committed to delivering a first-rate service for children and families. The childminder recognises that everyone benefits from the continuous development of skills and knowledge. Self-evaluation of the provision is rigorous. It clearly and accurately identifies areas of strength and ways to develop learning experiences for children. For example, the childminder intends to obtain a large safety mirror to enhance imaginative play and promote children's self image. The childminder also plans to attend further safeguarding training to gain a greater insight and knowledge of this important issue. Since registration, safety in the home has been improved and further contributes towards the children's well-being. Parents complete feedback forms as part of the self-evaluation process. The childminder welcomes and takes account of all comments.

Children benefit significantly from the excellent working relationships established between the childminder and their parents. The childminder ensures that he keeps parents well informed about how their child is spending the day through daily verbal and written communication. Parents receive excellent quality information about the joint childminder's provision through their website. This contains a range of comprehensive written policies and procedures to underpin the practice. A blog is also maintained containing the lesson plans for the day. Parents see written observations of their children and are able to make comments. This gives them the opportunity to see how their child is progressing, and support their learning at home. Questionnaires are in use to gauge the views of the parents, with their letters of commendation provided as part of the inspection. The comments made by parents include 'my child is thriving in his learning' and 'my child enjoys himself'. Although there are currently no children in the childminder's care who attend other early years settings or who need support from other agencies, the childminder is aware of the importance of working in partnership with all other parties as the need arises, to further enhance children's learning and development.

The childminder has a designated playroom for the children. This is well equipped with an extensive range of play materials to support children's learning in all areas. The room has a friendly atmosphere that is conducive to children's learning because children's artwork is on display, along with appropriate pictures and posters. The childminder stores resources at child height to enable them to independently access items of their choice. For example, children routinely select books from the bookcase and make themselves comfortable on the large floor cushions to look at them. During the day, the childminder and his co-minder work as an efficient team to ensure each child benefits from a balance of adult-led and free play. The structured routine ensures that each child receives individual support to make considerable progress towards the early learning goals.

The childminder takes appropriate steps to actively promote equality and diversity. Through research on the internet, he enables children to discover the customs and traditions associated with the countries of their heritage. Children enjoy sharing their knowledge with each other and displaying pictures of their discoveries on the

wall surrounding a map of the world. Consequently, children celebrate their own culture and learn to value and respect the culture of others. The childminder enables children to discover and explore the wider world through innovative activities that expand their interests and offer challenge. Shopping trips for cooking activities enable children's future skills and develop their sense of belonging in the community.

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

Children thoroughly enjoy their play. They are keen and eager to become involved with the activities. Effective systems are in use to monitor the progress each child makes towards the early learning goals. The childminder uses phonics to promote language and communication. Children learn to count by making use of the abacus and other appropriate equipment. Worksheets show how children are learning to form letters and numbers. Children show great pleasure as they snuggle up to the childminder for a story. Using the programmable toys and the laptop computer contributes towards the children learning the skills they need to operate information and communication technology. Children enjoy creative activities and recently the children made a large model of a fire engine. The childminder plays the guitar and keyboard. Children have fun as he makes up songs and they all sing together. During these sessions, children also learn about rhythms and tempo, which further supports numeracy.

Children learn how to keep fit and well. They have great fun learning about healthy foods by going to the shops to choose vegetables to top their pizza. Having bought the vegetables, they help prepare and cook them before enjoying eating their finished pizza for lunch. All meals take account of children's individual dietary needs. A current favourite on the menu is mild curry. Fresh fruit is served routinely each day. Children visit the local park where they benefit from physical exercise by walking around the lake. They also enjoy running around the back garden.

Children are relaxed and content in the care of the childminder. A harmonious atmosphere exists because children know and understand the rules. These include treating each other with respect and sitting down to eat. Knowing what is expected of them helps children develop a strong sense of security and to behave well. Children feel safe and the childminder supports their learning of how to keep themselves safe. For example, they know the rules about keeping near the childminder when visiting the lake and not going too close to the water. Children show they feel safe and secure by cheerfully interacting with both the childminders and happily going upstairs for a nap.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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