

## Inspection report for early years provision

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<b>Unique reference number</b>	161238
<b>Inspection date</b>	22/03/2011
<b>Inspector</b>	Claire Douglas

<b>Type of setting</b>	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 was registered in 2001. She lives with her husband and adult child in a residential area within the London borough of Bromley. The setting is close to shops, parks, schools and local transport links. The childminder is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may be cared for at one time. There are currently six children on roll, two of whom are in the early years age group. The main area used for childminding purposes is the ground floor, with toileting facilities upstairs. The family have one pet cat. There is a secure garden available for outdoor play. Access to the setting is via a steep slope and steps up to the front door. The childminder supports children with special educational needs and/or disabilities and children who learn English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development and they make good progress in their learning. Systems to observe and assess children's progress are developing. They are safe and well cared for in her warm, inclusive home and welcomed as part of the family. The childminder reflects on the service she provides, ensuring that priorities for development are identified and acted on, overall resulting in a provision that is responsive to the needs of the children she cares for and their families.

## **What steps need to be taken to improve provision further?**

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

- improve the system used for observations of children so they are clearly matched to the early learning goals and improve the link between the next steps identified for children and weekly activity plans.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding of her responsibilities towards the children in her care, and effectively safeguards their welfare. She knows what steps to take if she has concerns about a child, and has completed child protection training. She keeps all of the required records that promote children's health, safety and well-being. Effective risk assessments ensure that children are safe in

the home and when out and about. The childminder's home provides children with space to play and access a variety of age appropriate resources and play materials that support their development and learning.

The childminder works closely with parents, ensuring she has thorough knowledge and understanding of each child's backgrounds and needs, so that equality and diversity is successfully promoted. Parents are warmly welcomed into the home; they are kept well informed of their children's progress through daily discussions, emails, text messages and digital photos of their children at play. They also have access to the range of written policies and procedures that supports the childminder's practice. Parents' comments show they are very happy with the service provided. For example, one states 'My children always return home happy, healthy and content'. Another acknowledges 'The childminder is very kind, caring and compassionate'.

The childminder builds effective partnerships with other professionals where appropriate, for instance, when attending childminder groups and the local school's breakfast club. She values training opportunities and endeavours to keep her knowledge of childcare practices up to date through information from the internet. She uses distance learning opportunities to develop and extend her practice and promote continuous improvement. The childminder evaluates her service to further identify strengths and weaknesses, leading to an additional focus for improvement. She has taken steps to improve her practice and these have led to better outcomes for children. For example, recent additions to creative learning resources ensure further opportunities for children to develop their communication, language and literacy, personal, social and emotional development, and build on their self-esteem.

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

Children are happy, settled and at home in the childminder's care. They show a strong sense of belonging as they independently select toys and resources and move confidently around the home. Children learn to keep themselves safe when the childminder encourages them to sit down when having a drink of water and to hold on to the buggy when walking along the pavement. Clear fire safety precautions are in place and children learn about evacuation procedures through discussion and practice, which ensures they can act quickly in an emergency. Children adopt simple good hygiene routines when they wash their hands straight away when they come in from outside and before eating. They benefit from well-balanced meals and snacks that meet their nutritional needs and they learn about foods that are good for you when they talk about healthy options. Children take part in daily regular exercise as part of a healthy lifestyle. They enjoy climbing up the ladder to the slide in the toddler group and visiting the local parks to look at the leaves on the trees. Children take part in a wide variety of activities and experiences that support their learning and development well both at the childminder's home and when out and about at the local library, toddler groups and play groups. They make good relationships with the childminder and respond

well to her very warm and caring approach. Activities are well matched to children's interests and abilities.

The childminder has started to make observations of children's achievements, plan future learning experiences and ensure activities consistently build on children's existing knowledge and skills, however, the system used does not clearly match the observations to the early learning goals or show the link between the next steps identified for children and the weekly activity plans. Children are keen to communicate and younger children benefit from the childminder's patience and encouragement as they learn new words and start to join in conversations. They especially enjoy sharing books and delight as they are praised by the childminder for pointing and naming the pictures on each page. Children learn about space, shape and measure as they discover that the large toy figure will not fit in through the play house window. They begin to solve simple problems when they work out where all the inset puzzle pieces go. Children find out about the world around them when the childminder focuses on the children's family holidays, using this as an opportunity to develop the children's knowledge of countries of the world, their climates, traditional dress and food.

The childminder is a very good role model. As a person with a hearing difficulty she is able to help children understand the society they live in as they openly discuss differences. A range of resources reflecting positive images of a multicultural society are available amongst the play resources. Children develop skills for the future when they are shown how to do things for themselves, for example, using a spoon to feed themselves or when older children are shown how to tie their own shoe laces. Children express their creativity as they help themselves to craft materials to make a card for someone special or when they all join in with a fun cooking activity. They are well occupied and stimulated throughout the day and thoroughly enjoy 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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