

## Inspection report for early years provision

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| <b>Unique reference number</b> | 124518        |
| <b>Inspection date</b>         | 20/03/2012    |
| <b>Inspector</b>               | Rebecca Hurst |

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|------------------------|-------------|
| <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 has been registered since 1995. The childminder lives with her husband in West Wickham. The childminder works with her co-minder sister (unique reference number 124463) at her sister's home also in West Wickham.

The childminder may care for no more than six children aged under eight years, of these not more than three may be in the early years age group, and of these not more than one may be aged under one year at any one time. When working with another childminder, she may care for a total of no more than 12 children aged under eight years, of these not more than six may be in the early years age group, and of these not more than two may be aged under one year at any one time. Currently, there are five children on roll, four of whom are in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children are happy and settled because the childminder creates a stimulating, safe and secure environment. Children are valued and supported to make the most of their abilities and as a result they are making good progress in their learning and development. Engagement with parents is mostly good but they are not actively encouraged to be involved in the planning of the activities for children's future learning. The childminder evaluates her provision well. She seeks to improve the learning opportunities provided, working towards the best possible outcomes for children. As a result, the childminder demonstrates a good capacity to maintain continuous improvement.

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

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

- improve working in partnership with parents to share more information and involve them in their child's continuous learning and development.

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

The childminder has a good understanding of child protection matters and how to help safeguard the children while they are in her care. Good risk assessment takes place to assess hazards in the home and for outings. Safety measures taken are good. Fire drills are also carried out with the children and details are recorded. This

helps children to be aware of what to do in the event of an emergency and checks that fire evacuation is effective.

A good range of resources is available and stored so children can access them independently. Resources are used effectively to help meet the children's developmental needs. The childminder makes good use of outings to teach the children about the wider world around them. Children learn about a good range of different festivals and celebrations from around the world. The childminder uses her good knowledge of the children's backgrounds to plan for their individual needs. The childminder continues to develop her knowledge of childcare and how to improve the children's learning and development through regular training opportunities. Recent training has included food hygiene and EpiPen training.

The childminder works well with the parents. They share daily verbal feedback and the childminder asks them to share their views on the provision. Although parents regularly review their children's progress records and discuss how to support their children's learning at home they are not actively encouraged to be involved as part of the ongoing observation, assessment and planning process. The childminder shares information with the local pre-schools and schools children attend. She extends the learning the children have been doing at both school and pre-school to enhance their learning and development. Partnership working also provides continuity of care for the children. The childminder also works with parents to carry out tasks set by the children's teachers to support children's further learning and development.

The childminder works well with her co-childminder in evaluating their provision. She is able to highlight the areas that are her strengths and the areas she wishes to work upon. She then takes appropriate action to make positive and continuous improvement to the outcomes for children.

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

The children are happy and settled in the care of the childminder. They relate well to the childminder and happily snuggle into her while they have their bottles, showing that they feel safe and secure. There is good eye contact between the babies and the childminder. This builds on the children's self-esteem and their confidence. Older children snuggle in to read stories with the childminder. They read through books from the school, which enhances their language skills. This supports children as they develop good skills for the future.

Good written observations are used to assess children's progress. Information gathered is used to plan activities that enhance children's learning and development. As a result children are progressing well, from their different starting points, towards the early learning goals. The activities planned successfully cover each of the six areas of learning and help children to gain good skills for the future.

Children play in a hygienically clean home. Good hygiene procedures are implemented, for example, when children wipe their own noses they are also encouraged to wash their hands afterwards. The children also know to wash their hands before any meal and after they have been to toilet. Children engage in a wide range of physical play opportunities. They enhance their physical skills using the play resources in the back garden and through trips to the local parks where they use an extended range of challenging play equipment. Freshly prepared meals are enjoyed by the children and these meet their dietary requirements.

The childminder takes time to talk to the children about the importance of sharing and being kind to each other. Given their ages and stages of development they are well behaved. The children enjoy playing games and completing puzzles with the childminder. The childminder talks to the children about what they are doing throughout the activities enhancing their language and thinking. Children are actively encouraged to problem solve, for example, where to put the puzzle pieces, sorting by shape and size, looking at the pictures and matching different features and colours. Children see how to complete puzzles and then work out how to do it for themselves.

## 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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| <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

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| <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

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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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| <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