

## Inspection report for early years provision

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<b>Unique reference number</b>	136911
<b>Inspection date</b>	23/11/2009
<b>Inspector</b>	Linda Margaret Nicholls
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1998. Registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration does not include overnight care. Registration is for a maximum of six children at any one time, of whom three may be in the early years age range. There are currently five children on roll of whom four are in the early years age range. When working with an assistant may care for a maximum of six children in the early years age range of whom two may be under one.

The childminder lives with her husband and one child aged 10 years in Chislehurst, Kent. All ground floor areas of the house are used for childminding, apart from the study and utility room. There is a fully enclosed garden available for outdoor play.

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

Overall the quality of the provision is good.

The childminder demonstrates a secure knowledge of each child she cares for which supports her to progress her understanding of the learning and welfare requirements. Children are safe and secure in the childminder's home and when on regular outings in the locality. The childminder builds flexible and positive partnerships with parents and others which effectively help her to meet boys and girls individual needs. The positive use of her self-evaluation and reflective practice ensure that the childminder is successfully continuing her professional development and the development of her childminding service.

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

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

- continue to develop assessment systems to identify and monitor the areas of learning on children's individual observation records and indicate the next steps to learning to support their progress towards the early learning goals

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

The childminder ensures that all adults in her home remain suitable and clear safeguarding procedures are followed. She maintains direct supervision of the children in her care and visitor details are checked. A comprehensive range of risk assessments is held and visual daily checks are carried out on resources, and all areas used for childminding to ensure children's safety and security are maintained at all times. Emergency evacuation plans are in place and practised by the boys and girls who attend. A register accurately records the arrival and collection of the children in her care.

Well organised systems ensure that required records and documentation are available and these clearly provide all the necessary information for the ongoing support of individual children. The childminder is effective in gaining permission for medical emergency advice or treatment. Accident and medication records are maintained clearly and daily information of activities and events are exchanged, providing continuity of care. The childminder promotes equality, diversity and inclusion of all children and provides boys and girls with challenging activities and experiences to celebrate festivals such as Diwali and annual events such as Remembrance Day. She uses resources from the internet, toys, games and books, together with activities in the community, to ensure all children build positive relationships for the future.

The childminder has made very effective use of the self evaluation process. Her reflective practice has begun to identify the strengths and weaknesses in her provision. She is proactive in the continuous improvement of the service she gives, attending training each year to maintain a professional understanding of the requirements of the Early Years Foundation Stage. The childminder is flexible and positive in her relationships with parents. She has established, positive, contacts with other providers of the early years learning goals so that her planning complements the activities children experience elsewhere. The childminder is aware these partnerships are effective in reinforcing learning and extending individual boys' and girls' progress and development.

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

Children show they feel settled and secure as they move about the play room in the childminder's home. They demonstrate confidence as they make independent choices from the activities and resources provided. Clear observations are made which differentiate children's learning experiences. Starting points are requested of parents and planning for adult-led activities generally supports children's progress. However the areas of early learning and individual next steps are not identified to monitor individual progress.

Children demonstrate their knowledge and understanding of the world as they stack construction pieces up to make a tower or press the keys on the toy computers to make sounds. Children demonstrate a growing enjoyment of books as they select them from the book shelf. They know to turn the pages with care and enjoy being read to. Children learn language skills, speaking clearly and with confidence to engage adults in conversation because the childminder listens to what they say, speaks calmly and gives them time to answer. Young children make sounds such as 'ba-b-ba' to babies, who smilingly repeat these sounds back. They show they care as they ask the babies to give them a 'high five' and both stretch their hands out to touch each other. Children explore natural and man-made materials to create items of craft work. They use fir cones for a Halloween craft activity and clay to make candle holders for Diwali. They learn about events in the wider world as they stick bright red tissue paper to make a poppy flower for Remembrance Day and notice the 'big ones' laid at local memorials. They learn to control pencils, mark-making tools and glue sticks to construct a collage of healthy

foods found in their packed lunch boxes. They construct and stick paper shaped like an egg in an egg cup and later play with a cup, a plastic figure of a chicken and a small ball. They know that eggs come from chickens. Children know their work is valued because they are displayed in the playroom. They learn to count and to problem solve as they consider how many items there are and how one shapes fits into a space while another does not. They recognise similarities and differences as they play with the domino pieces. Children get plenty of exercise during outside play at local play parks or during walks in the locality.

Children are learning how to keep themselves safe. They know to sit on chairs with care, to help tidy up resources they have finished playing with and to wash their hands after messy play and before eating snacks. The childminder has a statement that shows a clear understanding of the importance of positive strategies to support the development of acceptable behaviour. She supports children to share resources and take turns during their play. Children practise the fire evacuation procedure so they know what to do in an emergency. They become aware of road safety during discussions as they travel to school. Children develop social skills as they mix with older children on their return from school or meet others at outside venues. Children learn about healthy food choices when offered a range of balanced meals either provided by parents or freshly cooked made by the childminder . The childminder takes detailed information about any special dietary restrictions and works closely with parents to ensure children's individual dietary needs are met.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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