

## Inspection report for early years provision

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<b>Unique reference number</b>	956817
<b>Inspection date</b>	01/10/2009
<b>Inspector</b>	Lisa Toole
<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 1997. She lives with her husband and two children aged 10 and 13 years in a house in Sevenoaks, Kent. A separate dedicated building, which the children have named the 'Children's House' is used for childminding as well as the ground floor of the house and a first floor toilet. There is also a fully enclosed rear garden for outdoor play.

The childminder works with her husband who is a registered childminder and an assistant. The childminder is registered on the Early Years Register and the Childcare Register. She is registered to care for a maximum of six children under eight at any one time, of whom no more than three may be in the early years age range. She is currently minding seven children in this age group and also cares for children over eight years. She is registered to provide overnight care for two children. The childminder holds a relevant level three childcare qualification; she is an accredited member of a Childminding Network and provides funded nursery education. The family have three dogs, three cats and a guinea pig.

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

Overall the quality of the provision is outstanding.

Children are able to flourish in the Early Years Foundation Stage (EYFS) because of the high quality care and learning provided by the childminder. She is very experienced, is committed to improving her practice further by developing her systems for self evaluation. She has a clear vision for the future, in order to improve outcomes for children even more. The childminder takes highly effective steps to promote the children's safety and well-being, whilst also ensuring they are very happy, have fun and become confident learners.

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

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

- continuing to drive improvement through self evaluation.

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

The childminder has a thorough knowledge and understanding of her responsibilities regarding safeguarding and implements excellent systems to ensure children are extremely well cared for. These include meticulous risk assessments in and outdoors and on outings; the excellent maintenance of records and a secure understanding of signs and symptoms of child abuse and the procedures to follow to help safeguard a child. The childminder demonstrates a professional approach to her practice and has a clear desire to embed ambition

through attending further training, forward planning, critical evaluation and driving improvement. She works extremely well alongside an assistant and another childminder, creating an inclusive, harmonious environment, where each child is given a great deal of individual care and attention. Children are mostly cared for in a purpose-built annexe, which is safe, child friendly, and very welcoming to both children and their parents. Resources are organised to maximise play opportunities for children because they are stored at a low level; this promotes their freedom of choice and independence and supports their learning effectively.

The childminder has successful and highly positive relationships with both parents and partnerships in the wider context. Right from the start, she spends time finding out about each child, their specific needs, starting points for learning and any special educational needs and/or disabilities they may have. This enables her to provide high quality, inclusive care and learning for each child, based around the child's needs and preferences, as well as the parents' wishes. It also ensures that equality of opportunity is given due consideration and is at the heart of the childminder's practice. Parents are kept informed about all aspects of their children's achievements, well-being and overall development because of the value the childminder places on her partnerships. She works collaboratively with any special needs services and the parents to support their child and help them make progress. Parents' views are sought through verbal discussion as well as written questionnaires. Discussion with parents and feedback from parents highlights how positive the relationships are between them and the childminder and how happy they are with her care. Parents also comment on how they value the advice the childminder gives them about their child's welfare and helps foster a collaborative relationship, for the benefit of the child.

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

Children have formed very secure relationships with the childminder; this is evident in how happy, settled and relaxed they are in her care. Children play and chat freely, babies' babble and gurgle contentedly, with excellent support by the childminder and her colleagues. In the garden children explore the sand pit, learning new words to describe how it feels, while babies are supported as they enjoy the sensory experience. Children's overall learning and development flourishes because they are encouraged to be curious, investigate and develop their imagination and interests in the world around them. Careful planning, based on observation and assessment is tailored to each child's stage of development and benefits from the childminder's excellent understanding of the EYFS. It takes account of their current interests and next steps for learning and enables them to gain confidence and learn new skills. Children relish opportunities to sing spontaneously and are highly praised for their efforts, with 'wind the bobbin up' being a current favourite song. All of the six areas of learning are given due consideration. Children learn about diversity through the celebration of festivals and learning about countries around the world. They investigate nature, finding acorns and leaves on walks, learning about colour, texture and shape. Purposeful activities such as planting and growing sunflowers enable children to learn about living things, size and number, as well as colour and texture. Outdoors, children

take delight in riding scooters, kicking and throwing balls, which helps develop their physical skills. Children have excellent opportunities to develop their communication and literacy skills and their mathematical understanding, taking an active role in their learning. They enjoy playing with simple technology equipment such as play telephones and babies take delight in playing with push button toys which light up and make noises. All of these activities support and develop their skills for the future.

All of the children show a strong sense of security within the childminder's home. They behave extremely well, learn about sharing, being kind and treating each other with respect, regardless of their gender, ethnicity or ability. This helps them make a positive contribution and form positive relationships. They greatly benefit from opportunities to learn about fire safety, through discussion and visits by a fire fighter. They learn important messages about their own safety while playing in and outdoors, using a variety of tools and equipment and on outings when they are taught about road safety. The physical environment is extremely clean and tidy, with meticulous systems in place to reduce risks of cross infection among the children and adults. For example, when changing nappies, adults wear gloves and an apron and ensure all surfaces are thoroughly cleaned afterwards. Children learn about personal self care skills, such as washing hands, putting their slippers on when they come indoors and keeping their nose clean. They enjoy a range of healthy snacks and meals, as well as regular drinks of water to remain hydrated throughout the day. Babies are held close while given their bottles of milk and have their routines followed from home for consistency of care.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

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