

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY310339            |
| <b>Inspection date</b>         | 16/03/2010          |
| <b>Inspector</b>               | Claire Jean 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 has been registered since 2005, she lives with her husband, two adult children and a five year old daughter. The family have a Jack Russell dog and fish in a covered pond in the garden. They live in a house in a residential area of West Wickham, in the London borough of Bromley. The setting is accessed via a level pathway. There is a fully enclosed garden for outdoor play. The whole of the house is registered for childminding. The main areas used for childminding purposes are the downstairs kitchen/diner and conservatory, with the toilet and sleeping facilities on the first floor. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, three of whom can be in the early years age group. There are currently four children on roll, all whom attend on a part time basis and all are in the early years age group.

## **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. Children are safe and well cared for in her warm, inclusive home and welcomed as part of the family. Good relationships with parents ensure that the childminder knows children well and provides the care and support they need. The childminder reflects on the service she provides and takes steps to ensure that she 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:

- develop the system used for observing and assessing children's learning, ensuring that the learning priorities identified are clearly linked to the activity planning.

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

The childminder has a clear 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. Risk assessments ensure that children are safe in the home and when out and about. The childminder's home is organised so that children have easy access to a variety of quality resources and play materials that support their play and learning. The childminder works closely with parents to ensure she has a thorough understanding of each child's backgrounds and needs, so that equality and diversity is successfully promoted. Parents are warmly welcomed into

the home and kept well informed through daily discussions and feedback, as well as having access to a range of policies and procedures. Feedback from parents suggests they are very happy with the service, for instance, 'Have found you friendly, professional, flexible and very reassuring', 'I think she could not do a better job' and 'Extremely satisfied, our child is happy to see her and enjoys spending time in her home with her family'. The childminder builds effective partnerships with other professionals where appropriate, for instance, when children also attend other settings, such as the local pre-school. The childminder has identified relevant training opportunities to develop her knowledge and skills and evaluate her practice further. Actions taken to develop the service have led to improved outcomes for children, for instance, completing a self-evaluation form has highlighted opportunities for activity development which she is planning to incorporate into her routine, helping the children to enjoy and achieve.

## **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 from the shelves and toy boxes in the conservatory and move confidently around the areas used for minding. Clear fire safety precautions are in place and children learn about evacuation procedures and keeping themselves safe, through discussion and when taking part in practices to ensure they can act quickly in an emergency. Children adopt simple good hygiene routines when they wash their hands before eating and when coming in from outside. They benefit from either a range of well balanced home cooked meals or bring their own lunches depending on what the parents prefer. Fresh vegetable and fruit snacks are available throughout their time at the childminder's which help them meet their nutritional needs. Children enjoy learning about looking after plants and how things grow through fun activities, such as planting bulbs in the garden. Children enjoy fresh air and regular exercise as part of a healthy lifestyle as they walk or are pushed in the buggy, to and from school and have fun running in the local park. Children enjoy learning to keep themselves safe from traffic when the childminder reminds them of the green cross code whilst they are the 'road safety rangers' whilst out and about.

Children take part in a variety of activities and experiences that support their learning and development. They make good relationships with the childminder and respond well to her warm and caring approach. Activities are generally matched to children's interests and abilities. The childminder has started to make observations of children's achievements and identify their next steps, however, it is not clear how the learning priorities identified are linked to the activity planning.

Children are keen to communicate and they benefit from the childminder's gentle manner, patience and encouragement as they learn new words and join in conversations. They enjoy sharing books and listening to stories. Children learn about numbers, weight and measure as they use the play scales to find out how much the play food weighs whilst playing shops. They learn to count and recognise colours as they discuss the amount of trees in the park or the different coloured front doors they pass along the road. Children begin to solve simple problems

when they are given just the right amount of encouragement required to complete a task themselves, for example, when attempting to put their own shoes on and when encouraged to blow their own noses. They experience the world around them when walking to the local high street to buy fruit or visiting the library to join in a story telling session. The childminder makes the most of diversity to help children understand the society they live in by having a good range of positive books which they change weekly at the library. They learn from one another as they discuss and share their experiences and thoughts together. Children develop skills for the future when they are encouraged to deal with disappointment in a positive way and to share and take turns. Children express their imaginations as they help themselves to dressing up clothes to become a fairy with butterfly wings or a fire officer for the day. They take part in both adult-led and child-led craft activities, for example, when making Mother's Day cards. Children 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

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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>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

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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**

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| 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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