

## Inspection report for early years provision

---

<b>Unique reference number</b>	137051
<b>Inspection date</b>	11/05/2010
<b>Inspector</b>	Denys Rasmussen
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 1996. She lives with her partner and three sons aged 13, 15 and 18. The family live in a house in a residential area of Beckenham in the London borough of Bromley, close to local schools and parks. The downstairs of the house is used for childminding purposes and there is direct access to a secure garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years and there are currently three children within the early years age range on roll. The family have two pet cats.

The childminder holds an NVQ three qualification in Childcare, a full Child Care Practice (CCP) certificate and is also Montessori trained. She is a member of 'Bromley Mencap' and is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is outstanding.

The childminder recognises the uniqueness of each child. Her considerable knowledge about the children's individual needs informed by her highly effective partnerships, ensure children are very well supported so that their learning and development is successfully promoted. The childminder's enthusiasm and rigorous self-evaluation ensures the actions she identifies are well targeted and support her further development which helps her to maintain her exceptionally high standards. The experienced childminder ensures safeguarding children is given high priority. Her effective policies and procedures, inclusive approach and exceptionally well resourced and child orientated environment is tailored to meet the children's individual needs, enabling them to eat, rest and play in safety and comfort. Children are relaxed and confident in the childminder's warm and welcoming home.

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

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

- further developing children's awareness of language by using names and labels that include words from different home languages and by introducing different communication systems such as Braille and sign language.

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

The childminder has high aspirations and is always striving to improve on her excellent service. She has high expectations of herself and has a strong commitment to continual improvement and to provide an inclusive service. She has been able to maintain an exceptionally high quality service by having a clear and achievable plan of action which includes attending regular training to develop her knowledge of particular aspects of the Early Years Foundation Stage. For example, she has recently attended training in 'mark-making' and has put the techniques she learnt into her current practice which has enhanced the children's play experiences and learning opportunities.

She has a strong commitment to equality and diversity and she ensures her self-evaluation includes feedback from parents, children and other childminders. She has an abundance of positive imagery within her resources and is planning to further develop children's awareness of language by using names and labels that include words from different home languages and by introducing different communication systems such as Braille and sign language. She is committed to updating her knowledge and is open to learning new ways of working and providing a learning environment that reflects the children's interests. She ensures there is no gender stereotyping of toys and activities and that children with additional needs are well supported to be able to participate in all activities.

Her exceptional organisation and safeguarding systems ensure children's well-being is nurtured. She has a comprehensive awareness of safeguarding issues and is well aware of her responsibility in protecting children. She ensures the appropriate checks are completed so that any person aged over 16 who have regular contact with the children are suitable to do so. The childminder's excellent risk assessment process and well written policies and procedures reflect her exemplary practice which enable children to play safely both indoors and outside. All requirements are very well met and the childminder makes extremely good use of her home and resources to provide a stimulating, inclusive and safe environment.

All children's needs are well met through highly effective partnership between parents, the children and external agencies such as the play group. The childminder liaises closely with the local playgroup, sharing planning and observations to ensure that children's learning is complemented and consistent. Parents receive excellent information about the childminder's service through a welcome pack, notice board and regular newsletter. Parents' wishes are respected and they are kept fully informed through discussion and with a daily contact book along with the child's observational learning journey which is attractively presented with photographs. Parents value the information they receive about their children's day and particularly appreciate the photographs of their children involved in activities. Parents commented that the childminder has integrity and is flexible, honest and very professional. They are happy that the food their children are offered is home made and nutritious, often eating things with the childminder that

they do not eat at home. Their children have settled well and are happy with the childminder.

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

The childminder provides a highly stimulating and welcoming environment which reflects the children's backgrounds and the wider community. The organisation is exceptional and the childminder provides rich, varied and imaginative experiences, she knows the children very well and provides for their needs unfailingly. Her assessment systems are creative and rigorous, with insightful observations used to provide an appropriate learning environment that takes into account the interests of the child and requests of the parents. She uses innovative and imaginative ideas to motivate the children, such as making book bags which contain story books and props to engage the children. She makes books with the children of outings they have been on so that they can use it as a tool for discussion and recall. The childminder provides fascinating activities to help the children understand the world around them. For example, by watching butterflies grow, exploring the treasure basket, planting seeds, exploring outdoors and examining insects that have crawled into the insect box. She encourages the children to take the digital camera home to take pictures so that they can share them with her and the other children to support discussion about their families and things that are important to them. Children learn to socialise and make friends when they visit the regular groups and are taken on interesting outings to extend their interests. For example, when engaged in activities about trains the children were taken on a trip on a train and when interested in dinosaurs, visited a local park where dinosaur statues nestle in the water.

The childminder helps the children learn about their own safety through creative learning opportunities and resources such as attending a pre-school traffic club and helping the children make a zebra crossing and road signs to learn about road safety. The children practise fire evacuation to learn how to leave the premises safely and the childminder organised a fire station visit that was linked to a theme about firework safety. The children have interesting opportunities to understand the importance of adopting healthy lifestyles. They experiment with and taste different types of fruit, pick their own Blackberries to make Blackberry muffins and are offered organic healthy home cooked meals. The childminder reads stories that encourage hand washing and encourage children to eat vegetables by growing their own, such as peppers and tomatoes. Fresh air and exercise is an important part of the children's daily routine, whether this be using the varied equipment in the large well resourced garden or visiting local parks. Children learn good personal hygiene habits and have their own bag with a flannel and toothbrush. This helps to prevent the risk of cross-contamination and makes each child feel welcome and included. Children feel safe and secure with the childminder because they have close warm relationships with her, are often cuddled and have realistic boundaries enabling them to play freely and safely.

## 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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----