

## Inspection report for early years provision

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| <b>Unique reference number</b> | 137203            |
| <b>Inspection date</b>         | 24/06/2010        |
| <b>Inspector</b>               | Silvia Richardson |
| <b>Type of setting</b>         | Childminder       |

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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)

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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 2000. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of three children at any one time, of whom two may be in the early years age group. There are currently eight children on roll, of whom three are in the early years age group, three are aged between six and nine years and two are aged over 10 years. Children are cared for on a part-time and sessional basis. The childminder supports children with special educational needs and/or disabilities.

The childminder lives with her two children aged nine and 12 years. They live in a house in the London borough of Bromley, close to the shops, parks, library and public transport links. There is on and off-street parking and ramp access for wheelchairs to the front entrance. All areas of the property are available for childminding. There is a fully enclosed garden available for outside play. The family have a pet cat. The childminder is a member of the National Childminding Association and both Bromley Mencap Childminding Network and Mencap Network Plus.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy, confident and secure in the setting, because the childminder establishes warm and caring relationships with them. Children are thriving and making excellent progress across all areas of learning, because the childminder creates a stimulating and motivating environment, with a wealth of exciting resources from which children make choices. The Principles of the Early Years Foundation Stage are at the heart of the setting, valuing the uniqueness of each child, their heritage and their specific individual learning needs. The childminder is skilled in creating an enabling, inclusive environment, promoting best possible outcomes for all children. The childminder has a high capacity for continuous improvement, taking full advantage of strong links with support and training agencies, maximising her own learning opportunities and access to resources supporting outstanding practice.

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

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

- organising activities which encourage children to monitor and record their fruit and vegetable intake, promoting their awareness of healthy eating

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

Children are fully safeguarded in the setting, because the childminder has a very good understanding of the issues, ensuring children, particularly those most vulnerable, are safe and protected. Risk assessment is thorough and detailed for the setting and for outings, so that children enjoy the freedom to explore and move around safely. Children are supervised closely and skilfully managed, so that they also learn how to stay safe in a range of situations, such as emergency evacuation of the premises. The childminder ensures equality of opportunity through strong planning for individual needs. The provision of an exciting range of resources and activities reflecting diversity, is helping children feel good about themselves and value each other's differences, such as a panda bear wearing glasses, making flags of children's countries of origin and using sign and picture language to support communication. Activities are fully inclusive and provide appropriate challenges, such as with the range of equipment for outside play. The programme and schedule of activities afford children well-balanced opportunities for learning at their pace and consolidate their adult-led learning experiences.

Resources are exceptionally well deployed, enabling children to make real choices and decisions about what they want to do and with what and whom they wish to play. The childminder has effectively evaluated her provision, continually adding to resources and considering how best to present them to children, so as to consistently support their welfare, learning and development. The childminder has developed strong links with other agencies and those providing care and learning for children in other settings, so as to effectively meet their needs. The childminder communicates with parents and other carers consistently, so each party is kept fully informed of achievements. Discussion centres around observations and next steps planning, building on children's attainments, likes, interests and learning styles. The setting is exceptionally well led and managed, underpinned by well thought through policies and clear procedures for outstanding practice. The childminder drives improvement through engaging parents and other agencies in all aspects of childminding arrangements, so that children grow in confidence and positively thrive in the setting.

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

Children are excited and motivated by the attractively presented, stimulating range and variety of indoor and outdoor toys and play materials. They enjoy a wealth of learning experiences, through much choice and variety, selecting items and using these purposefully and constructively, exploring and making discoveries, simultaneously acquiring a wide range of skills. The childminder talks to children all the time, encouraging their thoughts, feelings and ideas. They enjoy consistently warm and positive interaction with the childminder throughout their daily routines, with endless learning opportunities for counting, calculating and problem solving. The childminder makes the most routine of activities exciting for children, so that they enjoy helping, for example with washing and drying up. They talk about the

colours, sizes and shapes of objects and items, what they are for and how they are used. Children plant and grow things, have ready access to mark-making materials, story sacks and role play resources, portraying positive images of differences. Children's interests and achievements are discussed with them, meticulously recorded and readily shared with parents and carers each session. Next steps planning incorporates new challenges, building on children's attainments, which are matched to the expectations of the early learning goals, bridging any gaps in their learning.

Children are enjoying and achieving because the childminder creates a stimulating, relaxing and comfortable environment. Close relationships are helping children feel safe, secure and confident in their learning. Children are well supported while they explore and make discoveries, and creative and innovative use of resources ensures all children make excellent progress from their starting points and develop skills for the future. Throughout routines, children make a positive contribution to the setting, helping each other, sharing and playing cooperatively. The childminder provides a gentle and caring role model for children, who emulate her manner during role play with dolls. They enjoy healthy, nutritionally balanced meals and snacks and the childminder carefully monitors and records their intakes, promoting children's health but not their full awareness of the importance of a minimum of five portions of fruit and vegetable a day to be healthy. Children adopt healthy lifestyles through free-flow opportunities for outside play. The provision of a gazebo and awning ensures children are protected from sun and rain, so they can enjoy the outdoors all year round.

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

### 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>                          | 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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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> | 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**

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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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