

## Inspection report for early years provision

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<b>Unique reference number</b>	EY412054
<b>Inspection date</b>	25/11/2010
<b>Inspector</b>	Sarah Morfett
<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 2010. She lives with her husband and three children aged seven, five and two and a half in Bexleyheath, in the London borough of Bexley. The whole of the childminder's house is used for childminding, is easily accessible and close to local amenities. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time, two of whom may be in the early years age group. She is currently minding two children in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family have three rabbits

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

Overall the quality of the provision is good.

The childminder meets the unique needs of each child in her care and promotes their welfare and learning successfully. Children have access to a good range of toys, resources and activities based on the Early Years Foundation Stage which promotes their learning and development well. They are kept safe and secure both in and out of the home. As a result children make good progress overall in relation to their age, ability and starting points. Effective partnerships with parents are established which means they are well informed of the care their children are receiving. The childminder is positive in her approach to improvement. However, the self-evaluation process is not yet sufficiently robust enough to identify priorities for development.

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

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

- ensure that children's next steps are being clearly identified, linked to the six areas of learning and used in leading future planning
- continue to develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

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

Children's safety and welfare is promoted within the childminder's good practice. Well organised systems are in place to ensure that all adults in the home are appropriately vetted. The childminder's first aid qualification is up-to-date and a thorough risk assessment is carried out regularly to ensure children play in a safe and secure environment. The childminder's knowledge of the local safeguarding procedures is good. She has a well written policy which backs up her knowledge of how she would progress a concern, including relevant local numbers where she can call for advice or to report a concern. Children's safety and welfare is promoted within the childminder's good practice.

Resources are deployed effectively to maximise children's learning potential. Furniture, equipment and toys are of good quality and suitable for the ages of children to support their learning and development. Children move confidently from room to room and select more resources from the well equipped play room or the living area where a large range of books are displayed. The required paperwork is in place and maintained to a good standard. For example, a daily record of the hours of attendance and accident and medication records are completed as necessary. A very good range of policies and procedures underpin the childminder's good practice and helps to safeguard the children in her care.

Children are valued as individuals and treated with equal concern. They learn about their local community and the wider world through attending local toddler groups and regular trips to experience new things, such as a train journey. The childminder promotes an inclusive setting; she ensures that all children can play with all the resources adapting them when necessary. This enables all children to make progress in their learning and development whilst in her care. The childminder shows she is proactive in driving ambition and has begun to seek out further training to develop her knowledge and understanding of current childcare practices. She has not fully developed the use of self-evaluation and as yet, is not identifying areas for development that will improve the quality of provision for all children. She is, however, booked onto a course to help her develop and implement a suitable system.

Positive relationships with parents are established and ensure that they are fully involved in all aspects of their child's care. For example, information about the children's well-being is shared daily, both verbally and through the children's daily learning journal, therefore establishing a good flow of communication which means children's individual needs are met well. Good links are made with other settings the children attend. For example, the childminder has good links with the class teacher and is able to act upon her suggestions, sitting listening to children read after school. The childminder receives positive feedback from parents saying how pleased they are with the progress their children are making and that they feel included in their learning and development.

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

Children are happy and settled in the childminder's care. They feel secure because of the warm and friendly relationships they have developed with both the childminder and her family. The childminder supports children well. For example, one child who was a little shy when the inspector was in the home looked to the childminder for reassurance. The child is cuddled and reassured until they gain confidence and accept the unfamiliar person's presence and then happily they go off and play. Children learn and develop at a good pace because the childminder plans and provides a wide range of activities based on their skills and interests. They move freely round the home making independent choices about what they play with from the wide range of toys and resources which cover the areas of learning well. The childminder enables children to make decisions, for example, she lists toys or activities which they can do and lets them choose what they play with. The childminder skilfully uses open ended questions to make children think, therefore she extends their learning and development well according to age and stage of development.

Children enjoy many activities which promote all the areas of learning. They learn to socialise with children of their own age as they attend different groups throughout the week. They love listening to their favourite stories anticipating what will happen next and repeating the words after the childminder. This means children begin to develop wider vocabularies and start to make connections between what happens now and next. They learn maths concepts as they make shapes out of moulding clay and begin to say the names of each one as they cut them out. They start to learn to count as they sing number songs and begin to understand the idea of subtraction whilst singing 'ten green bottles' as each bottle 'fall's off of the wall'. Children particularly enjoy playing with homemade moulding clay. They explore the textures by squeezing and squashing it through their fingers, holding their hands up to be wiped as it sticks to them. They use a variety of tools to make marks in the clay which helps them to develop their pre-writing skills. Small muscles skills are promoted as they roll the clay out flat and use presses to squeeze through to make shapes saying 'look a snail' as it slowly comes out of the other end. Children become confident learners though the wide range of experiences.

The childminder has developed a system of observational assessment for the children using a daily journal. She is aware of the children's abilities and where they are in relation to their starting points. She makes some very good observations of the children for example noting how they are building confidence and becoming more assertive in their play. However, these are not being linked to the six areas of learning and she is not explicitly identifying any meaningful next steps in their learning and development; therefore any planning is not fully supporting the most relevant area of children's development. However, because of the good interaction from the childminder children's individual progress is good in relation to their capabilities.

Children are set clear boundaries so know what is expected of them, house rules

are clear and help children to learn to play happily and safely together. The childminder is skilful in dealing with conflict, helping children to problem solve especially about issues with sharing. For example, when both children want to sit in the same place the childminder tries to distract them by offering an alternative seat and when this doesn't work she negotiates turn taking with them. Children respond well to this strategy and therefore begin to learn to share. Children feel safe and secure as the childminder ensures her home is suitable for them to play in; the front door is locked when children are present and the keys are kept close by. A soft impact surface has been laid under the outside play equipment. Therefore children can play safely when outside.

The childminder takes good steps to reduce the risk of cross-infection. Children wash hands regularly especially after messy play and before eating. If children are unwell and/or infectious they stay at home until they are well enough to return. The childminder ensures they have a healthy balanced diet and provides children with fruit and bread sticks for snacks and ham sandwiches with cucumber and sweet corn on the side for lunch which children tuck into with relish. Children always have access to fresh drink in their own cups. This helps to keep them hydrated through the day. Children are active within the setting and show interest in all around them. Therefore, children's health and well-being is promoted well.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	3
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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