

## Inspection report for early years provision

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<b>Unique reference number</b>	136825
<b>Inspection date</b>	25/02/2011
<b>Inspector</b>	Silvia Richardson
<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 1999. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The Childminder is registered for a maximum of six children under eight years, of whom three may be in the early years age group at any one time. There are currently six children roll, of whom five are aged under eight years and three are in the early years age group. Children attend on a part time basis. The childminder lives with her husband, one adult child and one child teenager. The family live in a house in West Wickham in the London Borough of Bromley, close to shops, park, library, community groups, schools and public transport links. There is suitable disability access. The ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The family has no pets. The childminder is a member of both the Bromley and National Childminding Associations. No children were present at the time of the inspection.

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

Overall the quality of the provision is good.

The childminder provides a welcoming and stimulating home environment, where children take part in an exciting range of activities and experience a real sense of belonging. The childminder demonstrates that she organises the setting well so that children thrive through consistent and familiar routines and positive relationships. The childminder confirms children are valued as individuals and their views and opinions sought, so as to drive improvement, accommodating their needs and wishes. Evidence shows a mostly very strong partnership with parents. Discussion with the childminder shows that she has a strong capacity for maintaining continuous improvement, actively researching resources to continually support children's learning, enjoyment and achievement in the setting.

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

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

- engage parents and carers in contributing to children's learning journeys, with particular attention to their bridging gaps during school holiday periods

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

The childminder demonstrates good knowledge of safeguarding matters. She knows what to do if she is worried about a child, including making an appropriate referral should child protection concerns arise. Adult members of the household are appropriately vetted, ensuring their suitability. The childminder's written risk

assessment shows much detail, the steps taken and measures in place to keep children safe in the setting and on outings. The emergency evacuation plan is prominently displayed in words and pictures, supporting children's understanding of what to do in the event of fire. The childminder has high regard for promoting equality and diversity and keeps an extensive range of photographic evidence, of children enjoying inclusive play and learning experiences. The childminder confirms she values children as unique individuals and has detailed planning for individual learning and development needs, clearly displayed in the setting. The childminder has a vast range and variety of resources which she deploys very well, so that children can access them easily. Discussion shows that the childminder actively uses the internet to research for resources and ideas for activities, so as to enhance children's learning experiences in the setting.

The childminder keeps an extensive portfolio of policies and procedures so as to underpin good childminding practice. Details are supported throughout, with photographs and clip art, providing parents and carers with clear visual images, to aid their understanding of the provision. The childminder confirms this is a major area of improvement for her, having learnt to use a computer and keyboard and access the internet since her last inspection. As part of her self evaluation, the childminder has produced posters and other highly visual information, unique to her setting. These are used to drive improvement in learning outcomes for children, such as displays to support healthy eating, language and communication and desirable behaviour. The childminder has a large number of testimonials from past and present parents and carers, describing their immense satisfaction with the care provided and excellent play and learning experiences enjoyed by their children. Parents are less effectively engaged in contributing to children's learning journeys, so as to value continued learning in the home setting, especially where there are breaks in childminding during school holiday periods. Overall, the childminder demonstrates she works very well in partnerships to meet children's needs. There is no other agency involvement as the childminder has no children on roll with special educational needs and/or disabilities and children do not attend any other settings other than community groups with the childminder. The childminder is however fully aware of the importance of working in partnership with others involved in children's care..

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

The childminder produces highly visual and descriptive accounts of each child's learning journey from their starting points. Records show next steps planning links well to previous attainments and sets clear targets for future learning. Observational assessments show children make very good progress across all areas of learning. Toys and play materials are of very good quality and attractively presented in all areas of the home, creating an exciting and stimulating environment. The childminder has documentary evidence of strong planning which affords children an excellent balance of indoor and outdoor activities. The programme and schedule of activities includes regular visits to community groups and opportunities for children to enjoy group activities in the setting, such as

baking and craft. There are many photographs and pictures displayed in the home and kept on file, showing children enjoying a good variety of practical learning experiences, include those that promote children's understanding and appreciation of racial and cultural differences and disabilities. Samples of children's learning about road safety are prominently displayed and the childminder describes how she uses the floor play road mat and toy vehicles in role play with children, to learn rules and safe behaviour for crossing roads.

The childminder confirms she actively seeks children's views about how they feel about the setting, their relationships and the activities offered. Children have drawn pictures and written letters to say they are 'very happy', 'the childminder cooks really delicious food' and they 'have so much fun'. Children express their fondness for the childminder, indicating that they feel safe and secure in the setting, enjoying close relationships. The childminder says she helps children settle, with consistent and familiar routines and that children make a positive contribution to these. Nutritiously balanced menus, provision of healthy snacks and activities promoting children's learning of health matters, contribute to them adopting a healthy lifestyle. The childminder reports children are developing good personal hygiene habits through much encouragement and discussion about the importance of hand washing. The childminder describes her provision of an extensive range of activities and exciting practical play and learning experiences, so as to support children developing a broad range of skills for the future.

## 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	2
The effectiveness of partnerships	3
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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