

## Inspection report for early years provision

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<b>Unique reference number</b>	137005
<b>Inspection date</b>	17/03/2011
<b>Inspector</b>	Denys Rasmussen

<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 1990. She lives with her husband, daughter, daughter's husband and their two young children in Beckenham within the London borough of Bromley. The childminder is registered to care for a maximum of six children at any one time and is currently minding eight children on part-time basis and works with a co-childminder when they can care for a maximum of ten children at any one time. The whole ground floor of the childminder's house is used for childminding, there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. She takes children to the local park. The family has two pet cats and two pet Gerbils. She is registered on the Early Years Register and the 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 is an experienced practitioner with exceptional knowledge of each child's individual needs. This coupled with highly effective organisation between the childminder and her co-childminder and valuable partnerships with parents, ensure children make excellent progress in their learning and development in relation to their starting points. The childminder's excellent understanding of safeguarding children ensure they are able to eat, rest and play in safety and comfort with their protection assured. The childminder's considerable enthusiasm and effective self-evaluation systems, ensure she is continually striving to improve and has successfully reached an extremely high standard.

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

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

- developing children's awareness of communications systems such as pictorial and Braille.

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

The childminder gives high priority to children's safety and their protection is assured. She has thoroughly risk assessed her home, outdoors and all outings the children attend to ensure all hazards are identified and measures are put in place to safeguard children. For example, the toilet brush is removed during childminding hours. All adults aged over 16 in the home have been subject to the

relevant checks and the childminder has completed safeguarding training to update her knowledge. She is well aware of her legal responsibility and the procedures to follow if she were to become concerned about a child's welfare. The childminder has clear written policies and procedures which fully support her exemplary childcare practice and detailed information about each child's specific needs, promoting children's health and safety.

The childminder has a good understanding of how to help children to achieve taking into account barriers to learning. She ensures there is no gender stereotyping of toys and activities and provides a range of good quality resources and activities that challenge stereotypical roles and reflect positive images that challenge children's thinking and help them to embrace differences. She supports children who have specific needs exceptionally well because she understands from the parents and other professionals what to do to ensure their health is protected and their development is promoted. She supports children with English as an additional language by valuing their home language by learning some words and phrases to use and promotes the use of signing to help support developing communication. Children are very happy with the childminder and comment that they enjoy the 'stories she tells' and that she 'picks me to finish off the story'. Children report that they make 'lots of friends' when they are with the childminder's and 'feel happy and safe there'.

The childminder values the parents and children's views when providing activities and outings which means they contribute to decision making about the service provided. Her effective self-evaluation process has helped her to achieve an exceptionally high quality service. Trusting and productive relationships have been fostered with the parents and other settings. She respects parents wishes in the care of their child and the effective two-way flow of information which is both written and verbal ensures consistency. Parents are extremely happy with the care and education the childminder provides. They comment that the childminder treats all the children 'equally and fairly' and they have noticed their children's social development being 'nurtured and developed'. A parent reported that her child particularly 'loved one of the childminder's poems about a hairy spider so much that he wanted to learn it and say it at home'. Parents' comment on the 'caring and compassionate childminder's' who provide an 'amazing family atmosphere' where their children love every minute of the time they spend there'.

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

The childminder enables the children to have fun because she knows them well, understands their needs and seeks their opinion about the activities that are offered. Assessment through high quality observations are rigorous and the information gained is used very effectively to guide planning. Children become engrossed in a wide range of purposeful activities that offer high levels of challenge appropriate to their age and stage of development. The childminder is very creative and makes up her own poems. The children particularly like the poem about a hairy spider and become very excited when she uses actions to

describe the spider. They laugh often and are captivated when the childminder is storytelling as this is something she is very skilled at. Children's communication skills are supported through singing, storytelling, constant positive interaction and signing, however they are not as yet introduced to other communication systems such as pictorial and Braille. The childminder extends activities to link to all areas of learning and follow the children's interests such as visiting the garden centre when they were involved in learning about plants and growing seeds. The childminder enthuses the children's interest in nature because of her own interest, inviting them to look under the rock in the garden to search for mini beasts. The children enjoy activities that promote their physical development such as crawling through the tunnel and hiding in the tent and visit rhyme time at the local library.

The childminder constantly interacts with the children and intervenes skilfully when appropriate to help them happily share their toys. They behave well because they understand the rules and are given realistic boundaries. High quality adult interaction and exemplary organisation of routines ensure children feel safe and secure. The childminder notices when a child is feeling tired and they snuggle down together. Children learn about the importance of good hygiene practices through well established every day routines. They know; for example, they need to wash their hands after using the toilet. There are excellent records that are clear and accurate; for example, any administered medication, any allergies, children's food preferences, sleep periods and home routines. This ensures the childminder has information to ensure children's health needs are met extremely well. The children have access to drinking water at all times and are offered nutritious meals to encourage healthy habits. The childminder works skilfully with her co-childminder. They are successful in providing a high quality, inclusive service because they complement each other to create a highly stimulating, safe and caring environment where all children's welfare, learning and development is supported extremely 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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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### 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

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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