

## Inspection report for early years provision

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<b>Unique reference number</b>	EY414254
<b>Inspection date</b>	06/04/2011
<b>Inspector</b>	Rebecca Hurst

<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.

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 lives with her partner and two children aged two and five years in the London Borough of Bromley, close to shops, schools and public transport links. The childminder was registered in 2010. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently four children on roll and all of them are in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children are happy, settled and thriving because the childminder creates a highly safe and secure environment. Children are valued and supported to make the most of their abilities, making good progress. The childminder is continually evaluating the activities and experiences offered. She always seeks to improve the learning opportunities provided, working towards the best possible outcomes for children, and has good capacity to maintain continuous improvement. Partnership with others is a key strength and the childminder works well with the parents, involving them in the self-evaluation process.

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

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

- increase the children's access to programmable resources to enhance their learning of information technology skills
- improve hand-washing routines before meals and snacks

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

The childminder has an excellent understanding of child protection and how to safeguard the children in her care. Children are kept safe and secure through clear, concise and comprehensive risk assessments for both the setting and for outings. Clear, concise and accurate records are kept, including attendance registers, which ensure the safeguarding of children. The childminder's concise policies and procedures ensure parents are fully informed about all aspects of the provision. Each parent receives their own policy pack, which ensures they are fully

aware of the childminder's ethos. This enhances greatly the children's safety, health and welfare.

Resources are deployed extremely effectively to ensure the children's individual needs are met. The childminder makes resources to ensure the developmental needs of the children are being met. All activities are specially planned and adapted to meet children's individual needs exceptionally well. The childminder ensures that each activity is differentiated, which ensures that each child's individual needs are focused on during the activities so that they are all able to progress with their development.

Partnership with others is a particular strength, and the childminder works extremely well with the local early years team to care for children with additional needs. The childminder takes on board any advice they give her and implements it as soon as she can. The childminder involves the parents well in her care and welfare of the children. Every six months, the childminder sends home a form to ask the parents' views on her care and provision, and what the parents want the childminder to work on with the children. This is all fed into the childminder's self-evaluation process, which ensures that the setting is responsive to its users.

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

Children are happy and settled in the care of the childminder. All children happily explore the setting and experiment, especially with the home-made resources to aid their learning and development. The childminder plans effectively to progress the children well with their learning and development. The childminder has detailed written observations in place for all of the children and plans for their next steps of learning. The childminder liaises with local preschools as well as the parents. This ensures there is great continuity of care for all of the children.

Written observations of the children's attainments, interests and learning styles are supported well with photographic evidence, so parents and carers enjoy very clear, visual images of their children's experiences. The childminder takes time to talk to the children about the importance of sharing and being kind to each other. Given their ages and stages of development, the children are well behaved.

The childminder works with the parents and the local early years team to ensure the food and the way in which it is presented meets the children's individual needs. Children have freshly prepared meals and snacks and the childminder takes time to talk to the children about the importance of healthy eating and what food is good for them. There are missed opportunities to fully enhance the children's hygiene, as the children's hands are not consistently washed before meal times.

The childminder is skilled in using open-ended questions to make the children think about what they are doing with the activities. There are missed opportunities to promote the children's information and communication technology skills through the learning experiences provided for them. Children enjoy exploring new materials and resources, such as pasta play and bubble play. The childminder responds well to the children's individual needs and adapts each activity to their likes and how they respond. This ensures the children are able to progress well with their individual development.

## 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	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	2
The effectiveness of partnerships	1
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	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met