

## Inspection report for early years provision

---

<b>Unique reference number</b>	136505
<b>Inspection date</b>	11/05/2011
<b>Inspector</b>	Claire Douglas
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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)

© Crown copyright 2011

## 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 has been registered since 2000. She lives with her husband and two teenage children of 19 and 14 years. They live in a house in Orpington close to schools, shops, parks and transport links. The main area used for childminding activities is the ground floor, upstairs is used for sleeping purposes. There is a fully enclosed garden available for outdoor play. The family have one pet cat.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. Currently she has five children on roll. The childminder is registered by Ofsted on the voluntary and compulsory parts of the childcare register.

Children attend for a variety of sessions. The setting supports children with special educational needs and / or disabilities and children who speak English as an additional language. The childminder has formed links with other Early years settings such as the local primary school. The setting receives support from the local authority through an early years development worker. She is the leader of a local Rainbows group, for girls aged five to seven years, and is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

The childminder excels in promoting all aspects of children's welfare and development. Her warm, professional and highly organised approach ensures children are extremely safe and well cared for. The childminder is fully inclusive in her practice and has an excellent knowledge of all the children, treating them as individuals and helping them to feel nurtured. Excellent systems, which encourage two-way communication with parents, enables her to provide the care and support each child needs. Systems used to encourage children to develop to their full potential are reviewed and developing, as a result they are happy and achieve well. Capacity for continuous improvement is strong, as the childminder continually reflects on her practice and identifies areas for development or training and takes steps to ensure that she is responsive to the needs of the children she cares for and their families.

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

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

- further the use of print and numbers to help develop children's phonics and numeracy skills, for example, using names and numbers on labels.

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

The childminder has an excellent understanding of her responsibilities towards the children in her care, and effectively safeguards their welfare. She is confident about her role and responsibilities with regard to child protection, and knows what steps to take if she has concerns about a child. Child protection training is prioritised to ensure her knowledge is up to date. All of the required records that promote children's health, safety and well-being are kept and regularly reviewed. Effective risk assessments ensure that children are safe in the home and when out and about. The childminder has a dedicated play room which provides children with easy access to an excellent range of quality resources and play materials that support their play and learning. Both the indoor and outdoor environments are organised effectively to maximise opportunities for children. For example, even in wet weather conditions children can explore nature with their magnifying glasses or dig and care for plants. The childminder is dedicated to working closely with parents to ensure she has a thorough understanding of each child's background and needs, so that equality and diversity are successfully promoted. Parents are warmly welcomed into the home and kept fully informed through daily discussions, daily contact books and feedback, as well as having access to well written policies and procedures. Parents' comments show they are extremely happy with the service provided, for example, 'Thank you for all you do for my child. I am very happy that she/he is so happy when with you and that language skills and manners are so good due to your influence and nurturing' and 'I believe we have established an excellent relationship, whereby if I felt the need to contribute ideas etc I would be able to' along with 'I'm amazed at how quickly my child has settled in to full time care, within days she/he went straight through to the play room without even a glance back. She/he loves going to play at the childminder's house as does her/his big brother. Thanks'.

The childminder builds effective partnerships with other professionals where appropriate, for instance when attending other settings and drop-in centres. The childminder is committed to improving and continues to update her knowledge and understanding of childcare through accessing relevant information from childcare organisations, books and online. She has attended training and workshops since her last inspection and identified areas of further training she wishes to pursue with the local authority. The childminder uses a variety of effective methods to monitor and evaluate her service, including using the Ofsted self-evaluation form, seeking out children's views and drafting questionnaires for parents. Previous actions taken to improve the service have led to improved outcomes for children, for instance, recent additions to her learning resources ensure further opportunities for children to develop their communication, language and literacy skills.

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

Children are very happy, settled and at home in the childminder's care. They show a strong sense of belonging as they independently select toys and resources and move happily and freely around the ground floor and garden at their leisure. They learn to keep themselves safe when the childminder encourages them to concentrate whilst holding on to the banister when they walk up the stairs or as she reminds them why they must hold on to the buggy when walking along the street. Clear fire safety precautions are in place and children learn about evacuation procedures through practices and discussion, to ensure they can act quickly in an emergency. Children adopt simple good hygiene routines when they wash their hands straight away when they come in from outside and before eating, whilst doing so they are taught why they need to wash their hands. Children clearly benefit from a well planned diet that meets their nutritional needs, promoting fruits and vegetables with each meal. Children's awareness of healthy eating is promoted through discussions around the dining table, fun cooking activities and the opportunity to plant, water, harvest and prepare food from their own fruit and vegetable pots in the garden. Children enjoy fresh air and benefit from exercise daily, either in the garden, when walking to school or when visiting local parks and activity centres.

Children take part in an extensive variety of activities and experiences that support their learning and development both at the childminder's home and at the range of play centres they attend regularly. They develop excellent relationships with the childminder and respond beautifully to her extremely warm and caring approach. Activities are well matched to children's interests and abilities. The childminder makes observations of children's achievements, identifies their next steps, informs parents regularly of these, plans future learning experiences and ensures activities consistently build on children's existing knowledge and skills. Children are extremely keen to communicate and younger children benefit from the childminder's patience and encouragement as they learn new words and start to join in conversations. A love of books is developed through visits to the library and the excellent range they can help themselves to on the accessible shelf in the play room. Further use of number and identification labels around the home environment both inside and out, could benefit children's early reading and numeracy skills. Programmable toys and the use of a laptop for age appropriate games encourage an understanding of technology. Children learn about shapes and colours as the childminder uses play situations to develop their understanding and she guides them appropriately with the activities. They begin to solve simple problems when they work out how to build the train track in a circle or where the puzzle pieces go to complete the puzzles. They find out about the world around them when they go on local walks and discuss all the exciting surroundings as they go, and when taking trips further afield, such as to a Chinese supermarket and bakery when celebrating Chinese New Year. As a consequence, children are developing rapidly and acquiring the skills necessary for their future learning and development. The childminder makes the most of diversity to help children understand the society they live in, as they positively discuss differences, celebrate a range of festivals and use books well to learn about other countries and ways of

life. Children express their imaginations as they help themselves to dressing up clothes and bags to compliment their 'visit to the doctors'. They develop their hand and eye co ordination and creative skills as they laugh and squeal with delight whilst painting their hands and feet with water to make a print on the aquadraw mats. Children are extremely well occupied and stimulated throughout the day and they thoroughly enjoy their time with the childminder.

## 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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----