

## Inspection report for early years provision

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<b>Unique reference number</b>	EY420294
<b>Inspection date</b>	20/07/2011
<b>Inspector</b>	Christine Hodge
<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 January 2011. She lives with her husband and two children aged four and two years, in Crayford, in the London Borough of Bexley. The whole ground floor maisonette is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of four children under eight years, one of whom may be in the early years age group at any one time. When working with an assistant, the childminder is registered to care for four children under eight years, of whom two may be in the early years age group at any one time. She is currently caring for three part time children in the early years age range. The childminder attends local parent/toddler groups 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 is very professional in the organisation of all aspects of her provision. She uses her previous childcare experience and knowledge very effectively to provide children with good quality care, within a stimulating and caring, home environment. Children's health and safety is given high priority and is underpinned by comprehensive policies and procedures that are shared with parents. Strong partnerships with parents and other early years professionals contribute to ensuring children's learning and welfare needs are consistently met. The childminder is committed to continuous improvement and achieves this through self-evaluation, attending training and sharing good practice with other childminders.

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

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

- increasing children's understanding that text carries meaning through the labelling of resources

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

The childminder pays very good attention to children's safety and welfare. Rigorous risk assessments of her home and for outings ensure that possible hazards are identified and necessary steps are taken to prevent accidents. The

childminder has robust safeguarding policies which are shared with parents. She is very well informed about child protection issues and of her role and responsibility for recording and reporting any concerns, in line with Local Safeguarding Children Board procedures. She holds a valid first aid certificate and all required adults have been appropriately vetted. All necessary documentation and records are in place and are well maintained.

The childminder provides an inclusive service and welcomes all children and families into her setting. She recognises the uniqueness of each child and ensures that their individual needs are met. She makes extremely good use of the available space within her home. She has an extensive range of good quality play resources which are effectively deployed in the bedroom, lounge and garden. More resources are stored in the shed and are regularly rotated or chosen by the children from the childminder's toy catalogue. As a result children have maximum opportunity to independently select what they want to play with, as they move freely and confidently between rooms and the garden. Resources include lots of positive image toys and books to help children learn about diversity and disability.

The childminder works closely with parents and other early years professionals. She provides parents with excellent information about her provision and keeps them very well informed about daily routines, activities and children's progress. For example, comprehensive policies and procedures, parent notice board, news letters, verbal feedback, learning journals and children's progress folders. The childminder demonstrates a high level of ambition to provide good quality care and uses her nursery nurse training, previous childcare experience and good knowledge of the Early Years Foundation Stage (EYFS) to accomplish this. She is committed to continuous improvement and keeping her childcare knowledge up-to-date. This is achieved by regularly meeting up with other childcare providers to share good practice, attending training and evaluating and reflecting on her practice.

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

The childminder's warm and responsive approach to caring for children's individual needs ensures that they settle well and develop close relationships with her and her family. Children are fully supported to be active and independent learners and to make excellent progress across the six areas of learning. The childminder observes them closely, assesses what they need to do to make progress and carefully plans a wide range of indoor and outdoor activities, based on their likes and interests.

Children feel safe and secure with the childminder because she builds their confidence through familiar routines and consistent boundaries. They confidently explore the stimulating indoor and outdoor play areas, and enthusiastically engage in the exciting activities available to them. Children happily play by themselves with the small world resources and sit and look at books on their own, in the secure knowledge that the childminder is constantly on hand to join in and support them.

The childminder constantly talks to children and takes time to listen to their responses, to encourage their language and thinking skills. Children are developing their concentration and listening skills and enjoy sitting with the childminder to read and join in their favourite stories. Although they have easy access to a good selection of books, opportunities are missed to further increase children's understanding that text carries meaning as there is no labelling on resources. Children relish their time spent in the well resourced garden where they have great fun bouncing up and down on the trampoline, negotiating the wooden climbing frame, sliding down the slide, exploring with sand and mark making with chalks. The childminder is skilful at using activities and routines to help children develop their counting skills and to recognise shapes, colours and numbers. For example, whilst swinging backwards and forwards on the swing and seesaw children eagerly count out loud to ten. Indoors they take great delight in pretending to make cups of tea and lunch for the inspector and childminder as they play with the vast selection of role play resources. Photographic evidence shows children enjoying a wide range of creative activities, cooking pizzas and having great fun on outings to the seaside, farm, park and children's centre, helping them to learn about the wider world.

Children's welfare is well promoted and underpinned by comprehensive policies and procedures. The childminder provides a high standard of hygiene and cleanliness in her home. Children play and eat in clean, bright surroundings and sit on child sized furniture for comfort. Meal times play an important part in learning social skills, good manners and the importance of healthy eating. Children enjoy tasty and nutritious home cooked meals and fresh fruit snacks. They are encouraged to adopt good personal hygiene routines such as hand washing before meal times and after going to the toilet. Children are provided with liquid soap and individual colour coded hand towels to minimise the risk of cross infection. Provision is made for children to rest and to have access to regular fresh air and exercise. The childminder walks to and from pre-school with children and uses this time to teach them about road safety and stranger danger. At home children understand that before they begin to bounce on the trampoline they must do the zip up to keep them safe. The childminder encourages positive behaviour by consistently praising children's achievements and promoting their social and independent skills.

## 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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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