

## Inspection report for early years provision

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<b>Unique reference number</b>	137055
<b>Inspection date</b>	25/08/2011
<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 1996. 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. There are currently seven children on roll of whom two are in the early years age group. Children attend on a part time basis and before and after school. The childminder lives with her adult son. They live in a house in Beckenham in the London Borough of Bromley, close to shops, a park, library, community groups and public transport links. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The family has a pet dog, cats, tortoises kept in enclosed outdoor pens, and cockatiels in an outside aviary in the rear garden. There were no children 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 is providing a welcoming, comfortable home where safety risks are minimised effectively. She creates a stimulating environment, attractively presenting an extensive range and variety of resources and demonstrates that she organises the setting well, so that routines are consistent and familiar to promote children's welfare and learning. The childminder confirms children are valued as individuals and their views and opinions sought so as to drive improvement in accommodating their likes and interests. Discussion with the childminder shows she has given much consideration to promoting children's learning both indoors and outdoors, with a good system in place for observation, assessment and planning. She monitors children's progress generally well and as a result children are achieving well in all aspects of their learning and development. She conscientiously maintains continuous improvement through taking advantage of further training opportunities and engagement with parents and carers to support effective evaluation of her provision.

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

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

- match observations of children's attainments to the expectations of the early learning goals, enabling identification of any gaps in learning and targeted planning.

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

The childminder demonstrates a good knowledge of safeguarding matters. She knows what to do if she is worried about a child, including making an appropriate referral in a timely manner, should child protection concerns arise. Adult members of the household are appropriately vetted, ensuring their suitability. The childminder has robustly recorded her risk assessment of the premises. This includes aspects to be checked on a regular basis and good arrangements for protecting children's health when they have contact with the family's pets. The childminder maintains a clean, comfortable and highly organised environment and suitable records, promoting children's welfare. Discussion shows that the childminder values children's heritage and culture, incorporating these into practical activities and discussion, promoting inclusion and appreciation for differences. The childminder confirms that she works with children so that they experience a sense of belonging, feel good about themselves and develop confidence and independence in the setting.

The childminder provides a good range of books and toys, including some for encouraging awareness of disability. Resources are extremely well deployed, so that children can help themselves easily to a wide variety and choice of toys and play materials of real interest to them and reflecting a diverse society. There is no other agency involvement as the childminder has no children on roll with special educational needs and/or disabilities. The childminder confirms her commitment to work with other agencies and describes much open and on-going discussion where children attend other settings, so as to ensure consistency of care and support for learning and development. Parents and carers are provided with written details about activities and care routines to keep them well informed. They are actively engaged in contributing to decisions about children's learning experiences in the setting and out in the community. There is good communication through ongoing discussion and regular exchange of text and picture messages.

The childminder effectively evaluates her provision, engaging parents and carers in an appraisal of strengths and areas for improvement. Parent comments include that there is an excellent support network for organising outings and other activities, effectively promoting children's enjoyment and achievement. The childminder gives much thought to how she wishes to improve the provision further and promote better outcomes for children. She has ideas for embedding ambition, knows what she hopes to achieve and has completed an National Vocational Qualification at level 3, to underpin best practice. The childminder is highly motivated, driving improvement through her consultation with parents, carers and children, demonstrating high regard for their suggestions and ideas.

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

Discussion and examination of children's progress records show that the childminder observes children well from their starting points. She clearly notes their likes, interests and attainments. She confirms she robustly engages parents in discussion about their children during introductions to the setting. The childminder uses this information to plan and organise a good range and variety of activities, to help children settle and make good progress. Through discussion, the childminder shows good understanding of how to use practice guidance documents, although is not directly matching children's attainments to the expectations of the early learning goals, to clearly identify any gaps in learning. The childminder draws on her extensive experience of childminding and strong knowledge of developmental milestones, to plan and provide suitable learning activities. The principles of the Early Years Foundation stage are at the heart of the setting. The childminder creates an exciting, stimulating, enabling environment, organising the good range of play and learning resources so that they are easily accessible. Children are offered much choice and opportunity to engage in a broad range of activities across all six areas of learning. Discussion and references show well established and positive relationships with parents, carers and children, describing good progress, achievement and much enjoyment for children.

The childminder confirms she plans activities indoors and outdoors, so that children have a balanced programme. They have opportunities to go to the park and visit places of interest. Children's enjoyment and achievement in the setting is enhanced by opportunities to express their views, likes and interests through discussion with the childminder. The childminder demonstrates how she helps children adopt a healthy lifestyle, through talking about healthy eating and the importance of exercise to their health. She confirms she ensures children have plenty of opportunities to play outside.. The childminder says she helps children feel safe by building warm and trusting relationships. She says she provides children with opportunities to talk and express their feelings and ideas. They practice emergency evacuation so that they feel safe through knowing what to do. The childminder confirms she encourages children to make a positive contribution by being kind and helpful towards others. Children help with menu planning, setting and clearing the table after meals. They are encouraged to pick up toys to avoid tripping hazards and to put them away tidily after use. Children use resources reflecting diversity and take part in discussion about projects and activities they are doing in school, to consolidate their learning. The childminder shows she plans a wide variety of play, learning and social experiences, to promote good progress across all areas of learning and to enable children to acquire 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	2
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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