

## Inspection report for early years provision

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<b>Unique reference number</b>	161174
<b>Inspection date</b>	06/09/2011
<b>Inspector</b>	Lara Hickson
<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 1993. She lives with her husband and three children in a five bedroom house in a quiet residential street close to Welling railway station. Minded children have use of the whole of the ground floor, which includes a large lounge/diner, a kitchen/breakfast room, a conservatory, a sitting room and the hallway. There is a fully enclosed, garden available for outdoor play activities.

The home setting has good transport links and is close to a number of local amenities including shops, parks and a library. Welling High street and Bexleyheath are both within walking distance of the property.

The childminder is registered to care for five children under eight years at any one time. There are currently two children in the early years range on roll. The provision is registered by Ofsted on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder provides a warm and welcoming home environment in which children are happy and make good progress across all areas of their learning and development. She is aware of their unique needs and stages of development and ensures that they have access to activities and resources that sufficiently challenge and promote these overall. Children's language and communication skills are supported and extended extremely well by the childminder through the introduction of new vocabulary and educational concepts during play activities. Partnership with parents is good and their input into their child's learning is valued and supported by the childminder. The childminder's capacity for improvement is good. She has a positive approach towards completing additional training as a way of extending her knowledge of the childcare field and maintaining continuous improvement.

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

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

- extend further observation and assessment systems to fully link these to the early learning goals in order that children's progress can be tracked.

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

Children's well-being and safety are well promoted. The childminder is very aware of her responsibilities regarding safeguarding particularly with regards to recording and reporting any concerns of abuse or neglect. The childminder demonstrates a very good understanding of how to help children to feel and keep safe. For example, she was very reassuring upon the inspector's arrival to the children present who had just returned after their long summer holiday. The childminder has risk assessments in place which she reviews periodically to ensure that any hazards or risks to children are kept to a minimum. The childminder has used innovative ideas to promote safety within her home in relation to the young age group she cares for. For example, she has used a tea cosy over a section of a lamp in her lounge as she has identified this as a potential hazard. She has also made additional straps for children's car seats after children have shown an interest in trying to undo their car seat. These steps ensure children's ongoing safety is fully protected. Fire evacuation procedures are practised regularly with the children to ensure that they are aware of the procedure to follow in the event of an emergency.

The childminder is using self evaluation well to highlight her strengths and areas for further development within her provision. Parents have been formally included in the evaluation process, and the childminder uses information she has received from the National Childminding Association or articles in childcare publications to extend her provision further. She has completed an extensive range of additional courses since her last inspection such as planning, working and communicating with parents, supporting children with English as an additional language and the great outdoors. These courses have helped the childminder to evolve her setting further which clearly highlights her capacity for improvement.

The childminder demonstrates a good awareness of equality and diversity. She has a range of resources and activities including a variety depicting positive images of culture, gender and disability. Children are introduced to different festivals and celebrations at a level appropriate to their individual age and stage and the childminder uses some children's television programmes to encourage their concepts of disability. She ensures that she has comprehensive details regarding each child's individual needs and embraces their family backgrounds positively. For example, the childminder has a hello sign in a variety of languages and ensures that she is aware of each child's first and additional languages. She works alongside parents to promote children's linguistic development, cleverly using some of a child's first language where needed to introduce the word in English. The childminder has built positive relationships with children in her care and is aware of their own individual needs and characters. She encourages children's confidence and self esteem through praise and encouragement. For example, when a child babbles 'dadada' the childminder claps her hands, smiles encouragingly and repeats the word back to the child.

Documentation is maintained well within the provision and children's files contain all the appropriate information and required parental consents. Information with

parents is exchanged on a daily basis upon arrival and collection and parents are very happy with how well their children have settled. Parents have the opportunity to contribute to their child's learning journey in their contact book and this two way communication is extremely beneficial to both parties. It gives ideas of what the child is achieving and new words they are saying. The childminder uses information gained from her own observations on children's learning and development together with comments from parents to inform her future planning. The childminder demonstrates a positive attitude towards working with other settings and/or other professionals involved in children's care and learning.

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

Daily routines include a good balance of adult-led and child-initiated activities and include both indoor and outdoor activities covering the six areas of learning. The childminder utilises local amenities well to enrich the children's learning experiences such as visits to the local donkey sanctuary and a variety of parks. Children have opportunities to make decisions about their play, selecting from a range of safe, age appropriate and challenging toys and resources. The childminder has developed a system of observational assessment for the children using a daily journal. She makes daily notes of what children have enjoyed, detailing any progress or achievement she has observed. Through these observations the childminder is able to plan purposeful play to support children's individual stages of development and interests and plan effectively for their next stages. Observations relate to the areas of learning, but have not yet been developed further to link them to the early learning goals.

Children are happy, secure and confident in their surroundings. They interact well with the childminder who is very responsive to their individual needs and characters. For example, she is aware of the individual signs different children demonstrate when they are tired and responds well to these using cuddles and singing nursery rhymes softly to lull the children to sleep.

Children's health and well-being is promoted well within the setting, for example they have daily opportunities for fresh air and exercise in the garden and on outings in the local community. Although parents currently provide children's main meals the childminder provides additional healthy snacks reflective of their individual dietary requirements. She works extremely closely with parents to ensure that any allergies or food intolerances are taken into consideration and with parental consent introduces children to some new foods. The childminder ensures that her home is clean and hygienic to prevent the spread of infection within her provision and introduces children to good hygiene routines from an early age.

Behaviour management within the setting is good and clear strategies are in place for children to learn about appropriate behaviour from an early age. The childminder discusses any inappropriate behaviour with children at a level appropriate to their age and stage of understanding. Gentle reminders and distraction techniques are generally used by the childminder to deal with any

issues regarding behaviour.

## 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	3
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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