

## Inspection report for early years provision

---

<b>Unique reference number</b>	136759
<b>Inspection date</b>	21/09/2011
<b>Inspector</b>	Elizabeth Mackey

<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 registered in 1996. She lives with her husband and two children aged 19 and 17 years. They live in a house in a residential area of West Wickham, in the London Borough of Bromley. The downstairs of the property is used for childminding purposes and an upstairs bedroom is used for younger children to sleep. There is a fully enclosed back garden for outdoor play.

The childminder is registered to on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She may care for six children under eight years at any one time, of whom three may be in the early years age group. She is currently minding five children in the early years age group on a part time basis.

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

Overall the quality of the provision is good.

Children are cared for in a safe stimulating environment. The childminder has implemented the required policies to underpin her service and some systems for assessment. A wide range of activities are provided to meet children's interests and promote their development across the six areas of learning. Exemplary systems are in place to promote children's good health. There are effective systems in place to ensure daily communication with parents and with other settings the children attend. The childminder demonstrates a good capacity to maintain continuous improvement. She seeks the views of parents as part of her assessment. The format for evaluation is not fully developed.

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

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

- expand assessments of children's progress, highlighting their next steps in each of the six areas of learning and link these to practical play activities to help them reach their full potential
- improve the systems for self-evaluation

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

The childminder is fully aware of her duty to safeguard the children in her care. She is an experienced childminder and has an established safeguarding procedure in place. The childminder has recently updated her safeguarding training. All

policies are shared with parents, so they are familiar with the emergency procedures and the procedures the childminder would follow if she had concerns about a child. The childminder conducts thorough ongoing risk assessments in the home, to minimise potential risks and enable children to develop independence. Regular fire drills are carried out with the children to familiarise them with emergency evacuation procedures. A record of the drills is maintained to monitor evacuation times. The childminder has established comprehensive health procedures in place and holds a current paediatric first aid qualification, as required.

The premises are very clean, welcoming and well maintained. Children are able to self-select activities. Resources reflect positive images of diversity in the community and wider world. These are used effectively to help children learn about and respect differences in faith, religion, and ability. The childminder is sensitive to the needs of children who have English as an additional language. She gathers significant information from parents about key words the children use. While supporting children's learning of the English language she uses key words in children's first language, which offers re-assurance and promotes both languages. There is a positive approach to behaviour management and strategies are discussed and agreed with parents.

The childminder maintains an effective partnership with parents and is committed to achieving consistency of care. She has detailed knowledge of children's backgrounds and all relevant consents are in place. A daily exchange of information keeps parents up to date. The childminder makes available photographs of the children's time in the setting. All parents comment on their total satisfaction with the care and education their children receive. They highlight the childminder's commitment to meeting children's individual needs. They acknowledge her efficiency in sensitively meeting children's specific dietary requirements and ensuring children have a balanced diet. The childminder has developed strong links with the local pre-school. She works in partnership with them to provide a balanced programme of activities.

The childminder demonstrates a good capacity for ongoing improvement. She continues to develop her skills and knowledge through training and related voluntary work in the community. She reflects on her provision and seeks the views of parent's. However, she has not developed a system for evaluation .

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

Children happily explore a variety of resources in a safe, supportive and caring environment. Children have a very good relationship with the childminder. The good rapport helps the children confidently practise and acquire new skills. Children receive consistent attention from the childminder and they demonstrate a sense of belonging in the setting. The childminder gives children choices and follows their interests. She skilfully extends children's learning by levelling activities appropriately and using open ended questions to encourage their thinking and

communication. Children are secure and confident in the setting. They confidently make their needs known and communicate articulately with the childminder, frequently demonstrating their affection for her. Children routinely practise good hygiene routines and understand the importance of hand washing. There are excellent practices in place to encourage children to adopt healthy lifestyles. For example, they enjoy healthy meals and snacks and through activity and discussion learn about the importance of healthy eating. There are daily opportunities for children to enjoy outdoor play, where they access a wide range of resources to promote their physical development. There is a well equipped garden. This includes a vegetable patch that is maintained by the children, so they learn about growing and healthy eating

Planning is flexible and based around children's interests and needs. Consideration is given to children's pattern of attendance and activities they are engaging in at pre-school or school. This helps to ensure children are having a balanced early years curriculum and ample time to relax. The childminder shares information with parents about children's progress. She uses a tracking system to observe their progression through the early learning goals. Although she is knowledgeable of children's progress the record for assessment does not clearly define identified next steps in children's learning or link to planning activities. Children enjoy problem solving activities, for example, puzzles. They gradually increase the difficulty levels of the puzzles, determined to complete each one. As they attempt more challenging ones they welcome the childminder's input. She supports the activity by encouraging the children to look at shapes and match colours. Children beam with pleasure when they complete their task and enjoy the praise they receive from the childminder. Children access a wide range of books and ask the childminder to read their favourite. The childminder asks questions about the story, which encourages children's recall. They humorously say to the childminder, 'see I told you?', when they correctly identify the sequence of events.

Children enjoy a wide range of outdoor activities. They play in the spacious garden, where there is a large selection of resources to promote their physical development. They benefit from visiting many places of interest, including the park, farm, toddler group and swimming pool, which they enjoy on a one to one basis with the childminder. Children are developing good skills for the future. They learn to take responsibility, for example, tidying away the toys when they have finished with them. Children are able access information and communication technology. They develop their hand eye co-ordination when using the computer mouse specifically designed for children. Children are enthusiastic in their approach to all activities and undoubtedly enjoy and achieve at this setting.

## 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
--	---

### 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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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
--	-----