

## Inspection report for early years provision

---

|                                |                  |
|--------------------------------|------------------|
| <b>Unique reference number</b> | 136523           |
| <b>Inspection date</b>         | 13/10/2011       |
| <b>Inspector</b>               | Lisa-Marie Jones |
| <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 1992. She lives with her husband and adult child in Beckenham. They live in a three bedroom house in Beckenham, which is within the London Borough of Bromley. The whole ground floor except the front room of the childminder's house and one bedroom on the second floor is used for childminding and there is a fully enclosed garden available for outside play. The family has a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight. There are currently six children on roll whom are in the early years age group. The childminder attends the local toddler group and the childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's knowledge of each child's needs ensures that she is able to promote children's welfare and learning appropriately. Most of the required documentation is in place; although the childminder does not keep a record of risk assessment. Children are safe and secure and have opportunities to learn about their local area and the world around them. Children enjoy learning through play, although observation and assessment is in the early stages. Self-evaluation is not yet secure, although the childminder demonstrates some capacity for continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.  
(Documentation)

01/11/2011

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

- improve observation and assessment to consider information about children's starting points and to inform planning for children's next steps in their individual learning
- improve systems to review and assess practice in order to identify the setting's strengths and priorities for development that will improve the quality

of provision for all children.

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

Children are safeguarded in the setting because appropriate procedures are in place should any concerns arise. The childminder is aware of the need to update procedures to include allegations made against a member of the household. Risk assessment ensures children are safe in the setting and when on outings. However, their review is not recorded to show when and if any risks have been identified and how they have been rectified. This is a breach of requirements. Activities and arrangements promote inclusivity as well as independence. Children enjoy a good range of practical learning opportunities. For example, they explore cultural differences when celebrating festivals, therefore promoting positive attitudes towards diversity. The childminder has some knowledge and experience in supporting children with special educational needs and/or disabilities. Children have access to a good range of quality toys and activities which they can choose freely. Outings raise their awareness of diversity in the community. Parents and carers are welcomed and relationships are highly positive, and information sharing helps the childminder identify and equally meet children's individual needs effectively. Partnerships with other early years provision are managed through discussions with parents, so the childminder is able to provide some continuity in children's care and learning. The childminder informally self-evaluates her practice, but is not always aware of the strengths and areas for development. Since the last inspection she has met all recommendations set. Consequently, the childminder demonstrates a satisfactory capacity to maintain continuous improvement.

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

Children are happy and enjoy the range of activities available to them that promote independent learning. The activities are balanced and meet the needs and wishes of the children. Provision for children in the Early Years Foundation Stage is sound and the childminder loosely plans play activities with the interests of children in mind. However, observation and assessment is in the early stages and does not take into account children's starting points or use information gained from assessment to help plan children's next steps for development. Children are happy and have the freedom to explore their environment. They behave well, make good relationships with their peers and are settled and comfortable in the homely environment. They make full and effective use of the activities available to them and are skilled in using their imagination in role play. Communication and language is developing well, children ask questions and are inquisitive. They manipulate tools, such as scissors, and produce craft activities which they delight in showing to their parents.

Children are adopting appropriate personal hygiene habits through hand washing routines and are developing good manners and social skills. They are learning about healthy eating and making healthy choices. They go to local groups and parks. This provides them with additional opportunities to be physically active, creative and to become aware of diversity as they socialise with others. Children feel safe in the setting because the childminder establishes close relationships with them, enabling children to readily approach her and seek help if needed. This helps children enjoy their time in the setting, and achieve and develop appropriate skills for future learning.

## 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> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### 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>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| 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 | 3 |
| 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 | 3 |
|--|---|

### 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    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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 |
|--|-----|