

## Inspection report for early years provision

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<b>Unique reference number</b>	136579
<b>Inspection date</b>	18/10/2011
<b>Inspector</b>	Rebecca Hurst
<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 1996. She lives with her husband and two children, aged 20 and 15 years, in Beckenham in the London borough of Bromley. The whole of the childminder's house, except for one bedroom, is used for childminding and there is a fully enclosed garden for outside play. The family has fish in a covered pond in the garden, cats and a pet rabbit.

The childminder is registered to care for a maximum of six children under eight years, three of which may be in the early years age group. Currently, there are five children on roll and they are all in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is outstanding.

Children are extremely happy, settled and thrive because the childminder creates an exciting, stimulating, safe and secure environment. Children are highly valued and supported to make the most of their abilities and, as a result, make excellent progress in their learning and development. Exemplary partnership working and engagement with parents further ensures children's care and learning. The childminder continually evaluates the activities and experiences offered and takes some positive steps to improve her practice as part of her ongoing commitment to maintain continuous improvement.

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

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

- making greater use of training opportunities to enhance further the outcomes for children.

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

The childminder's excellent knowledge and understanding of how to safeguard children helps to protect children from harm and neglect. All adults in the home have undergone suitability checks, which further safeguards the children's welfare.

Children are kept safe and secure due to the comprehensive risk assessments that are completed for both the home and for outings, and the childminder's vigilant supervision. Clear, concise records are kept, including attendance registers. The childminder has produced carefully considered policies and procedures that she implements for the safe management of her provision. These are routinely shared with parents so they are fully informed about all aspects of the provision.

Children have great fun playing with the excellent range of high quality resources that support their learning and development exceedingly well. All activities are specifically planned and adapted to meet children's individual needs effectively. The childminder is fully aware of the children's backgrounds and uses this information exceptionally well to plan high quality activities to teach the children about the wider world, including celebrations of festivals from around the world.

Partnerships with other settings the children attend are a key strength. The childminder works closely with the local nurseries and schools the children attend and they regularly share information and observations on the children to bring about the best possible outcomes for them. The childminder also finds out about themes the children cover at nursery or school and incorporates the themes into her own planning.

Engagement with parents is also a key strength. The childminder gathers very useful information about the children and this enables her to plan for their particular interests and needs exceptionally well. Parents are made to feel extremely welcome and are encouraged to be actively involved in planning for their children's next steps in learning. The childminder evaluates her setting very well. She takes highly effective steps to ensure all who attend her setting and the parents are fully involved in the process, which enables her to be fully responsive to all of the users. The childminder identifies accurately the need to undertake further training courses in order to enhance the learning and development outcomes for children. The childminder continually looks at different ways in which she can enhance her own knowledge through different methods of learning, such as training courses.

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

Children happily explore and experiment using an excellent range of different materials and resources, which helps them to practise and acquire new skills. They receive plenty of attention, through the childminder listening and responding to them during activities. Children show they feel very safe as they make choices and readily approach the childminder if they need help or a cuddle. Older children are openly encouraged by the childminder to risk assess their own activities and they show excellent understanding of how to keep themselves and the younger children safe during play.

Children develop excellent skills for the future. The childminder is highly skilled in

using open-ended questions to promote children's language and thinking. Children show great motivation in their learning and independence. They use a wide range of learning resources, such as a suitable computer system, programmable toys and a varied selection of books. This greatly enhances the children's learning in all areas.

Written observations of the children's attainments, interests and learning styles are supported well with photographic evidence, so parents and carers enjoy very clear, visual images of their children's experiences. Children are clearly making excellent progress from their starting points. All planning is adapted to suit the individual needs of the children that are participating in the activities. The childminder is consistent in her approach to behaviour management and given the children's ages and stages of development they are very well behaved.

Children have an excellent choice of healthy snacks choosing the fruit they would like to eat. The younger children help the childminder in preparing the snack and the older children make their own snack. They are thriving in the childminder's care due to the healthy and nutritious meals the childminder prepares for them. Excellent procedures are in place to ensure the risk of cross infection is minimised. The childminder takes time to talk to the children about healthy eating and the benefits of exercise. This enables the children to be fully aware of the effect that a healthy lifestyle has on their bodies.

## 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	1
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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