

## Inspection report for early years provision

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<b>Unique reference number</b>	136922
<b>Inspection date</b>	20/10/2011
<b>Inspector</b>	Elizabeth Mackey
<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.

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 was registered in 1989. She lives with her husband and three adult children in Beckenham, in the London borough of Bromley. It is close to schools, shops and transport systems. The kitchen and dining room on the ground floor and one bedroom on the first floor of the childminder's house are used for childminding. There is a fully enclosed garden for outside play.

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 at any one time. She is currently caring for three children, who are all in the early years age group. The childminder also cares for children who are over eight years. The family has three cats and a rabbit. The childminder has a level 3 childcare qualification and is a member of the National Childminding Association (NCMA), the Bromley Community Network and Bromley Special Needs Network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of children's welfare and development well. Children are safe and well cared for in her welcoming, inclusive home. Good relationships with parents ensure that all children are included and their individual needs are exceptionally well met. The childminder's procedures for the safe and efficient management of the provision are generally well thought through and shared with parents so they are clear of her role and responsibilities. Children make excellent progress in their learning, given their age, ability and starting points. The childminder successfully uses a system for self-assessment to continually develop her service and improve the outcomes for children.

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

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

- implement and share with parents, a policy for the procedure to be followed in the event of a child being lost (Safeguarding and promoting children's welfare). 03/11/2011

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

- improve security measures further by recording the names of any visitors, the purpose of the visit, and details of arrival and departure times.

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

The childminder is confident in the procedures she would follow in the event of any safeguarding concern and she has attended safeguarding training to update her knowledge. She has produced some clear policies and procedures to share with parents so they are clear about her role and responsibilities to promote children's welfare and development. She implements these procedures effectively to underpin her good practice. The childminder knows what she would do if a child went missing but has not discussed this with parents so they are clear what procedure she would follow. The children use the downstairs of the home, which is effectively organised, to enable children to choose from an extensive range of resources and activities. Risk assessments are thorough and the childminder reviews them on a regular basis. Overall, the systems in place to promote children's safety are very good. However, although the childminder keeps the children within her sight at all times, she has not considered the benefits of recording details of any visitors as part of her security measures. The childminder promotes children's understanding of their own safety through developing trusting relationships with them and developing ways for them to be more aware of safety. For example, hand stickers on things that are potentially hazardous are a visual reminder to the children as they are not allowed to touch without asking. The childminder updates her knowledge through attending relevant training and she holds an up-to-date first aid qualification.

The childminder has high aspirations for the children, which are enabled by her ability and understanding of how to promote their development. Children demonstrate an extremely strong sense of security in the setting and they respond to the positive behaviour management strategies in place. The childminder knows the children well and she ensures all children are fully included in all aspects. Children are valued, respected and engage in a wide range of activities that help them to learn about the many different cultures in our society. An excellent range of resources supports their play.

The childminder maintains good relationships with parents and she demonstrates a commitment to working in partnership with them. Parents report they are extremely satisfied with the care and education the childminder provides and comment that their children thrive in the setting. Many of the children have attended the setting for several years. The childminder also works closely with other settings the children attend, for example, the pre-school and primary school. This promotes consistency of care and learning. Effective communication systems, for example, daily record books and children's development records promote communication well. Planning is superior and takes account of the season, weather, festivals in the religious and cultural calendar, as well as children's needs and interests. The childminder's commitment to and enjoyment of her work is evident. She is aware of the strengths and weaknesses of her provision and she demonstrates a commitment to ongoing development to continue to raise standards, to improve the outcomes for children.

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

Children flourish and make excellent progress in all areas of their learning and development. They are very well prepared when they transfer to school. Children demonstrate a good sense of security in the setting. Well-established routines and reassurance from the childminder help children to feel safe, even when they are new to the setting. They move around the visually stimulating playroom confidently. Children's artwork and photographs are on display and they all have their own picture on a peg to put their belongings on. This greatly enhances their sense of belonging. Children enjoy an excellent range of resources which promotes their understanding of different cultural backgrounds and disabilities. They celebrate festivals, for example, by making coconut ice for Diwali and learning about the meaning of the festival. The childminder reads lots of stories to the children and they enjoy a superb range of multicultural books and resources. These help children to understand from a young age about differences in ethnicity, culture and religion.

Activities are very well planned and are based around children's age, ability and interest. Written observations accompanied by beautiful photographs of children's activity provide a focus for identifying the next steps in children's learning journey files. The home is child-centred, welcoming and well equipped. Children are encouraged to make a positive contribution, for example, older children enjoy cooking their own tea under the supervision of the childminder. Children take care of a pet rabbit in the setting. They are involved in her care, including feeding her and accompanying her on visits to the vet. Children enjoy a lovely relationship with the childminder, and they demonstrate they feel secure in her care. The positive partnership the childminder has with their parents impacts significantly on their well-being.

Children experience exciting outings to many places, including playgroups, parks and museums. They practise highly effective hygiene routines and learn about the importance of hand washing, for example, after touching the rabbit and before cooking and eating. Children's understanding of healthy eating is promoted through discussion and being involved in cooking activities. Children learn how to keep themselves safe through a variety of themed activities including road safety, fire safety and they are currently looking at firework safety in preparation for Bonfire Night.

Resources and activities for the children are enriching and engaging. High attention is given to the inclusion of all the children and activities are planned to promote children's relationships with one another, despite the age differences. Children enjoy a wide range of craft activities including painting and model making. Children can use the book area all the time and their interest in stories is enhanced by the excellent range of books and the props used to bring the stories to life. Children's input in the storytelling and singing is actively encouraged, which significantly promotes their language development. Children show extremely good use of their hands as they play with small resources, such as threading beads. Children also use a good range of age-appropriate information and communication

technology, such as a digital camera, computer, play phones and battery operated toys. As a result, children are developing excellent 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	1
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	1
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	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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