

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY257733            |
| <b>Inspection date</b>         | 23/03/2011          |
| <b>Inspector</b>               | Josephine Geoghegan |
| <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 2003. She lives with her husband and their two teenage children in the Hayes area of Bromley, Kent. Children have access to the ground floor of the home and there is an enclosed rear garden available 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 six children under eight, of these not more than three may be in the early years age range. The childminder does not provide overnight care or employ an assistant. The family pets include rabbits and guinea pigs. The childminder holds a level 3 qualification in childminding practice and a level 4 qualification in Early Years Practice. She is accredited by the National Childminding Association (NCMA) via the NCMA quality first certificate and is also part of the Bromley accredited childminder Network; this enables parents to access the Nursery Education fund (NEF) for children aged three and four years old who are in the childminders care.

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

Overall the quality of the provision is outstanding.

Effective systems are in place to ensure the needs of all children in the Early Years Foundation stage are met through excellent opportunities to engage in purposeful well planned activities that promote all areas of their learning and development. The childminders skilful interaction with children enables them to become fully engrossed in free play and adult led activities that extend their learning potential effectively. The childminder shows an excellent capacity to maintain continuous improvement as she has successfully improved many aspects of her provision since the last inspection. She shows a clear awareness of her plans for future development and adopts a professional approach to all aspects of her service.

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

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

- develop the use of documentation to clarify any emergency arrangements while working with other childminders.

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

Robust systems are in place to help safeguard children and promote their welfare as the childminder has attended relevant training and has a range of policies and procedures in place that ensure she is able to take prompt action if she has any

concerns regarding children's welfare. All required documents are used and stored appropriately, such as records of children's attendance, their individual details and records of any accidents or medication administered. Excellent systems are in place to support any children who have special education needs and/or disabilities as the childminder has recently attended relevant training courses including Makaton sign language that she now uses to enhance communication with children who are developing their language skills.

She shows a clear awareness of working with a range of professionals and parents to ensure children's individual needs are met effectively. In addition, she is developing good partnerships with other educational settings that minded children attend; ensuring information is shared effectively between the parents, school and the childminder. Promoting equality is embedded in the childminders practice as she plans a good range of activities and outings that help children learn about all people in the community and they use a good range of resources that promote positive imagines. Excellent systems are in place to ensure children's individual needs are known and respected as the childminder has devised a children's details form that covers all aspects of their care and abilities, enabling the childminder to gain a clear picture of their needs when they begin. The childminder successfully implements a range of policies and procedures aimed at promoting children's good health and safety. She has conducted risk assessments of the home and outings, including risk assessments that relate to the homes of her childminding colleagues. She shows high regard to maintaining good safety standards within the home, including practicing emergency evacuation drills with children so that they are familiar with the procedures, helping them to feel safe.

The childminder has devised an excellent range of documents, policies and procedures that she has set out to reflect the requirements of the early years foundation stage; these are enhanced with photos and information for parents. This attention to detail shows the childminders high level of professionalism and commitment to promoting good practice. Parents are also offered regular news letters and are kept well informed about their children's progress as they view their children's assessment folders and have opportunities to add their comments. Parents views are actively sought as they complete questionnaires devised by the childminder regarding the service that she provides. This includes information regarding working with other childminders which parents all report that they feel is a valuable experience for their children. However, the childminder is yet to confirm any emergency arrangements while working with other childminders. Parents report that their children are happy in the childminders care and that they feel that she is an excellent childminder. They comment that their children are encouraged to try new foods and eat a good variety of fruit. Parents report that the level of communication is good and that their children are provided with an excellent range of activities and outings. The childminder liaises with parents regarding the style of communication they prefer, such as daily chats about all events of the day and/or written notes in the home contact books.

The childminder shows a strong commitment to driving improvement as she has clearly identified her own learning needs; for example, she has completed a range of training course and gained recognised qualifications since the last inspection. She has met all recommendations raised at the last inspection and shows a commitment to maintaining continuous improvement as she has completed a self

evaluation relating to all areas of her childminding service. In addition, she makes accurate assessments of children's progress and is establishing methods of evaluating the educational programme. Deployment of resources is effective as the childminder ensures good use is made of time and space, as a result, children are provided with outstanding opportunities to make progress in all areas of learning.

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

Children are provided with a stimulating learning environment where an extensive range of toys and books are easily accessible, enabling children to make choices and develop their independence. Children benefit from a well organised learning environment with plenty of clear play space, enabling them to move freely and safely during play. Toys and books are of good quality and reflect the age and abilities of the children attending. A broad range of photos of children participating in activities and outings are displayed along with samples of their creative work, promoting children's sense of belonging. In addition, a display area is dedicated to the theme that children are currently studying, creating focus and interest that helps extend their learning.

Children's physical care needs are met effectively as the childminder has a good range of child sized furniture and equipment that is suitable in quantity for the number of children attending when her childminding colleagues and children attend. The childminder supports children's learning exceptionally well as she engages them purposefully during play, for example, she asks lots of questions that make them think and follows their interests well. Children are provided with an excellent balance of learning opportunities as the childminder ensures they have time to engage in free play within the home and garden, adult led activities and stories and a broad range of outings and activities with her childminding colleagues and the children that they care for. This provides children with good opportunities develop their social skills as the childminders take turns in visiting each others homes so that children can play together and use a wider variety of resources.

The childminder has established excellent methods of making assessments of children's progress. For example, she has used a range of methods of recording her observations which are supported by photos and samples of children's creative work. She links her observations to the expectations of the early learning goals and identifies children's learning priorities. In addition, the childminder plans topic themes which present an exciting focus for children's learning which she then uses to plan weekly activities and outings, for example, topics about people who help us, countries of the world, traditional tales and themes that relate to a variety of religious and cultural festivals. She demonstrates an awareness of adapting the activities so that they are suitable for the abilities of all children attending: this helps promote inclusion. Excellent systems are in place to identify any additional learning needs as the childminder has consistently made observations of children's progress for all children attending from the time they began in her care a few years ago to date; this provides an accurate track record of children's progress. In

addition, she has completed a variety of relevant training courses which enhance her understanding of child development and supporting children with any special educational needs and/or disabilities.

Positive steps are taken to help stop the spread of infection and promote children's good health as the childminder encourages them to learn good hygiene practice and develop their personal independence, for example, encouraging effective toilet training routines. Children adopt healthy lifestyles as they help themselves to drinking water throughout the day and make healthy choices at meal times of foods they would like to eat. They are offered a balanced diet of healthy snacks, fresh fruit and light meals at lunchtime, promoting healthy eating habits. In addition, children have excellent opportunities to experience regular fresh air and exercise during garden play and outings to the park and local woodlands. The childminder has also obtained a waterproof gazebo for the garden so that children can enjoy outside play in all weather. Children show excellent relationships with the childminder and enjoy lots of hugs and cuddles that help them feel safe and secure. Children are well behaved and respond well to the daily routines; they are supported well by the childminder who gently reminds them of safety issues and encourages them to develop their positive contribution towards their learning environment by helping to tidy away toys and play cooperatively.

Children are happy, settled and purposefully engaged in play. They show a keen interest in their learning environment as they move freely, selecting toys and working independently. They enjoy exploring sound as they use the electronic keyboard and dance to the music. In addition, they gain hands on experience of creating sound as they make their own rain sticks with the childminder, for example, adding lentils to junk tubes that they decorate with their drawings. Children have excellent opportunities to be creative as they use a range of paint, collage and malleable materials to develop their free creative expression. They also participate in planned creative activities relating to the theme, for example, while looking at traditional tales the children made collage gingerbread men and also did a cooking activity and baked their own gingerbread men. Children have excellent opportunities to be imaginative and enjoy dressing up and engaging in role play; for example, using the fire fighters outfit with the painted box that they have transformed into their fire engine. Children's language skills are enhanced as the childminder is attuned to their attempts at speaking and encourages them to say words by using lots of praise. Children enjoy stories read by the childminder and join in with familiar songs with babbles and actions. They are developing their awareness of number as they count accurately during play and develop their problem solving skills as they use a range of construction sets and puzzles. They have excellent opportunities to develop their physical skills while using a range of wheeled toys and climbing apparatus in the garden. Children gain hands on experience of nature and living things as they help care for the family pets and also participate in outings to the local woodlands. They have good opportunities to develop their knowledge and understanding of the world as they learn about counties, animals and cultures and beliefs through well planned activities with the childminder. They develop their awareness of technology as they use programmable toys and cameras for example. Overall, children have excellent opportunities to develop their skills for the future as they are provided with

challenging activities that promote their learning and development effectively.



## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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