

## Inspection report for early years provision

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<b>Unique reference number</b>	EY297556
<b>Inspection date</b>	17/11/2008
<b>Inspector</b>	Patricia Jane Daniels
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2004. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register; she is registered for three children on the Early Years Register. She is currently caring for four young children, who attend part time. The childminder lives with her husband and three children in Addlestone, Surrey. Minding takes place on the ground floor of the house, with a bedroom available on the first floor for sleeping children. The second floor of the house is not used for minding. There is an enclosed rear garden for outdoor play. The childminder takes children to the local library and park. She is a member of the National Childminding Association (NCMA).

## **Overall effectiveness of the early years provision**

Children are exceptionally well cared for in this safe and welcoming setting. The childminder has an outstanding knowledge of each child's needs and she effectively fosters their learning and development. The setting is safe and secure, and the environment promotes children's independence and learning effectively. The childminder has an excellent ability for self-evaluation and future development. Effective links with parents are promoted to further enhance the outcomes for children.

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

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

- continue developing reflective practice and assessment to identify future areas for improvement

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

The childminder has a high level of commitment to her practice and continuous improvement. She has developed an excellent understanding of the Early Years Foundation Stage and uses her knowledge to provide highly positive outcomes for children. She ensures that all household members have undergone required checks of suitability. Documentation and records are well maintained.

Written policies are developed to guide daily practice and these are shared with parents. The childminder fosters an effective partnership with parents. She knows the children very well and plans activities and learning to ensure that every child's development and welfare is promoted. The premises are well organised to be safe and welcoming, so that children can independently pursue their interests and learning.

## **The quality and standards of the early years provision**

The childminder supports children's learning and development exceptionally well. Children independently select toys and resources for themselves and they become absorbed in investigating their chosen activities. The childminder knows each child very well and she ensures that all children are encouraged and supported, according to their needs. The childminder is skilled at using the learning opportunities presented within play, so that the children learn in a context that is significant to them. She makes relevant observations of children's achievements and uses these competently to plan interesting activities that support the next stages in their learning. As a result, children enjoy challenging, worthwhile experiences that effectively promote their progress according to their learning needs. Observations and evidence of children's learning are recorded beautifully in their individual books. These are shared with parents and suggestions for their children's learning are invited and included. The effective partnership supports and enhances the children's progress. Overall, there is a calm, busy atmosphere in which the children are confident and actively engaged in their play and learning.

Children express their ideas freely. The childminder asks questions to help them organise their thoughts and extend their learning. The children play very well together, sharing resources and working collaboratively to count and calculate the number of threading beads. They talk excitedly about their outing to 'Sea World' and remember the time that they grew flowers for their Mummy with the childminder.

Children are safeguarded and their health and welfare is effectively promoted. The childminder has a secure understanding of procedures to protect children. A thorough risk assessment ensures a high level of safety in the home and when on outings. Children learn about safety for themselves through explanations from the childminder, such as not to run indoors and the 'Green Cross Code'. The childminder has an in depth understanding of children's individual needs and enables all children to take part in all activities. Good daily routines protect children from infection and help them to learn for themselves. Children are provided with healthy, home cooked meals and they enjoy growing lettuce and carrots to eat. They have daily opportunities for outdoor play and fresh air. Children love to be helpful and they behave very well. Their behaviour is managed appropriately and they learn to consider the needs of others.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.