

## Inspection report for early years provision

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**Unique reference number** EY291951  
**Inspection date** 21/07/2009  
**Inspector** Catherine Greenwood

**Type of setting** 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 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 lives with her husband and their two children aged nine and five years in Godalming, Surrey. The ground floor of the house is used for childminding with the first floor for sleeping purposes only. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school. The family have two pet guinea pigs.

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

Overall, the quality of the provision is good. The childminder is fully committed to ensuring that children reach their full potential through providing a wide range of experiences, extending learning, and making on-going improvements. She recognises and embraces the uniqueness of each child, and gives top priority to adapting her approach to meet their individual needs. Consequently, children are extremely happy and settled. Children are well supervised, although the surface under the climbing frame in the childminder's garden is a hazard.

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

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

- review and update the risk assessment to ensure it includes hazards within the garden and make surface under the climbing frame safe
- improve the planned activities for children to extend their physical skills and knowledge and understanding of the world
- ensure details of existing injuries to children are recorded

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

Children form very positive relationships with the childminder due to her caring and considerate approach, and the time she spends joining in their play. The childminder is guided by what the children choose to do whilst also helping them to develop their ideas, for example, when they decide to make spiders as a result of looking at a book. Parent thank you letters include very positive comments such as 'my child has really enjoyed being with you, especially learning how to make so many things'. Good partnerships with local nurseries delivering the Early Years Foundation Stage (EYFS) means that child's learning is fully complimented.

On-going self-evaluation is an integral part of the childminder's practice, and she

recognises the value of continuous quality improvement, and how it impacts on children's achievement. All recommendations from the last inspection have been met. The childminder has a secure knowledge of the EYFS through attending relevant training, which she uses very effectively in her communication and interaction within children's play. Children's welfare is safeguarded, although existing injuries to children have not been recorded. A written risk assessment is in place but does not include the hazards within the garden.

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

Children have a wide range of experiences such as cooking, handling the childminder's pet guinea pigs, performing puppet shows, and having 'pretend picnics' in a pop up tent. Their creativity is actively encouraged through the childminder's enthusiasm for this area of learning. Art resources are always accessible for children to use independently. Consequently, children concentrate well, and some overcome their reluctance to 'get messy'. The childminder makes good use of all activities to ask open ended questions that encourage children to communicate their thoughts and ideas.

Children concentrate and persist at activities they enjoy, such as using the play dough. They laugh with enjoyment as they use a 'rocket launcher' to manipulate the dough, and show great delight, as with the childminder's help they successfully squeeze dough through shapes. Children's drawings show that children create their own designs, and that they can write their own name with letters correctly formed. The childminder encourages them to practice these skills as appropriate times, for example, when making cards and on their own work. Children are encouraged to follow instructions, use their initiative, and be motivated, for example when leaving the house and doing activities. They are very well behaved due to the childminder's calm approach, and are valued as part of a larger family within the setting. Children learn to become independent, for example, by hanging up their coats and finding toys. The childminder enables children to enjoy activities at their own pace, and encourages them to feel confident in asking for things they want. She feels it is important that children have the time to finish what they are doing, by leaving things out when unavoidable routine events, such as school runs, sometime disrupts their play.

Children's physical development is encouraged through walking to school and back everyday, and negotiating the steps at the front and back of the childminder's house. They are gently encouraged to try new challenges, such as walking along low level walls, and attempting things which are more challenging. The childminder makes good use of activities that children enjoy such as movement and dancing to ensure they develop their gross motor skills. Photographs show children learning to negotiate space as they crawl through 'boats', made from large construction resources, which the childminder sets up in the sitting room. Resources such as the climbing frame in the childminder's garden, and visits to the local park support this area of children's development, although the layout of the childminder's garden restricts the opportunities for children to run freely.

The childminder has a very good knowledge of children's individual needs. This

means that she is able to support them when needed, for example, to feel secure and settled in unfamiliar situations. The childminder dedicates her time and attention to making sure that children are happy and well occupied, for example, she reads favourite traditional stories such as 'Goldilocks and the three bears', which capture children's interest and imagination. Children's love of books is evident as they ask for additional stories to be read. The childminder asks questions that encourage children to develop their vocabulary and knowledge of number, by naming characters in the story, and counting how many apples are in a basket.

Children enjoy using the sand tray on the garden patio. They learn about the features of living things, for example, by growing cress in egg shells, looking at snails they discover as they walk to school and back, and finding things such as woodlice and ants under stones in the childminder's garden. Children develop their awareness of different cultures through the selection of books available for them to use. Religious festivals are celebrated through craft activities and storytelling. Children are encouraged to appreciate and value each other's similarities and differences through the childminder's positive example and discussion.

The childminder has an excellent knowledge of children's individual progress, and what makes them 'tick'. She knows what each child enjoys doing, such as small world play, and makes good use of these opportunities to enter into imaginative conversations. The childminder encourages children to remember and say what they like doing together, such as playing the musical instruments, listening to tapes, dancing, action songs, and dressing up. This inclusive approach means they feel part of everything on offer. Monthly themes are used in a flexible way to plan activities and promote children's learning. A daily diary goes home every day for parents to read. Scrap books and individual learning journeys include samples of children's work, and the childminder's observations of their learning. These show her good knowledge and ability to use everyday activities and play to identify children's progress and achievements. However, some areas of learning are not given as much consideration as others.

Children are given suitable food to maintain their good health, and are offered fresh fruit as snacks. Arrangements for babies meals are fully discussed and agreed with parents. Children learn how to keep themselves safe, for example, on outings, they understand how important it is to listen to instructions, and hold hands when crossing the road.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met