

## Inspection report for early years provision

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<b>Unique reference number</b>	120474
<b>Inspection date</b>	13/01/2009
<b>Inspector</b>	Hazel Farrant
<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 has been registered since 1994. She lives with her husband and two children who are both aged over eight years old in a house in Camberley, Surrey. The property is within walking distance of local shops, schools and parks. All areas of the property are being used for childminding. Sleep facilities are located on the first floor. There is easy access to the property and a secure garden is available. The childminder may care for a maximum of six children and currently has four children on the register all of which are in the early age range. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder attends the local parent and toddler groups. The family have one guinea pig as a family pet.

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

Children play in a well-organised, homely environment that meets their individual needs. The children are able to make good progress in their learning and development because the childminder is well aware of their individual needs and interests. The childminder is able to reflect on her own practice and is proactive in seeking ways to extend her knowledge and skills. This brings about benefits to the children since their welfare is well supported and protected. Most welfare requirements are met.

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

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

- further develop a regular two-way flow of information with parents and between all those involved in children's care.

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

- undertake sensitive observational assessment in order to plan to meet young children's individual needs  
(Organisation)

10/02/2009

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

The childminder has completed safeguarding children training and has a sound knowledge and understanding of child protection issues. She is competent in the signs and symptoms of abuse and knows the procedure to follow should she have a concern about a child in her care. A comprehensive set of written policies is in place, which the childminder shares with parents, so that all are aware of her day-to-day working practices. The childminder encourages parents to share information with her about their children so that she is able to fully support and promote their

interests. However, this is not extended to other settings the early years children attend, therefore, opportunities to consolidate and build on children's experiences are not fully promoted. Parents are kept informed about their child's day through the use of a daily diary. However, the system for observing and assessing the children's development is not sufficient enough to meet the legal requirement. The childminder is sensitive to the needs of individual children in her care.

Documentation is of a good standard and includes all of the required written parental consents. The childminder has a thorough understanding of risk assessment and she takes steps to protect children's safety. The childminder demonstrates a positive attitude to self-improvement through attending training and she is enthusiastic about her work with children. She is bringing in new ideas to benefit the children such as making up story sacks and the use of persona dolls.

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

Children experience a wonderful time at the childminder's home because they can access a wide range of stimulating resources. The childminder uses her experience of working with young children to provide a variety of activities so that children are engaged in their learning. The childminder is fully aware of the different ages and abilities of the children in her care and she adjusts the way she presents activities. For example, whilst older children play with small cars, the younger children play with large wooden cars enabling all children to join in safely in the activity. Babies move around with purpose as they make their way to familiar toys they enjoy. There is plenty of support for early language and problem solving so that children are on their way to developing skills for later life. For example, children are developing their skills in problem solving whilst they play with egg shape sorters. The childminder uses books to help discuss issues, such as potty training and how to be kind to one another, in order to promote children's personal and social skills effectively.

Young children benefit from experiences that stimulate their senses as they explore play dough and tactile books together. The childminder promotes the children's learning as she engages them in conversations about a book they are sharing or when recalling recent events. The childminder ensures she knows the children's current interests and uses this knowledge to provide stimulating activities. For example, children are currently interested in fire engines and took part in a visit from the fire brigade who brought their fire engine to show to the children. Children are extremely well behaved and thrive on the praise and encouragement they receive and learn how to behave through the good role model the childminder sets. They develop respect for others as they play with a variety of multicultural resources which includes books and dolls. Children follow a healthy life style through playing in the fresh air and eating a balanced diet. They learn about their local community through visits to local toddler groups and music sessions. The childminder helps children to stay healthy and safe. She promotes good hygiene standards in the home and includes children in learning to keep safe with a fire evacuation drill from the house.

## 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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### 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?	2
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

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

## **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.