

## Inspection report for early years provision

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<b>Unique reference number</b>	EY302674
<b>Inspection date</b>	24/02/2009
<b>Inspector</b>	Joanna Scott
<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 2005. She lives with her husband, two children, aged five and three years, and her parents. The family live in a residential area close to Byfleet, near Ripley and Weybridge in Surrey. The childminder works with her mother who is also a registered childminder. Their joint childminding service is known as 'Home from Home'. Both childminders have equal responsibility for the childminding practice. The ground floor of the childminder's house is used for childminding, with sleeping facilities provided upstairs. There is a fully enclosed garden for outside play.

When working alone, the childminder is registered to care for a maximum of four children at any one time. She has seven children on roll, most of whom attend on a part-time basis. Four of these are in the early years age range. She minds with her co-childminder, and together they may care for a maximum of ten children at any one time. Currently they are caring for 14 children, two of whom attend on a full-time basis. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She drives or walks to local schools and nurseries to take and collect children. She also takes children to local gym and swimming clubs. She is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder works closely with parents and her co-childminder to ensure she identifies and meets the individual needs of each child. Generally all necessary documentation is well maintained, although sometimes permissions are not formalised. She has effective systems in place for evaluation which are successfully used for improvement and development of the childminding service.

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

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

- extend children's awareness of cultures and languages of those attending, for example through sharing information about key words on a wider basis such as through labelling, music and books

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

- ensure systems are always effective in gaining written parental permission to administer medication and to seek emergency treatment for each child  
(Safeguarding and promoting children's welfare)

14/03/2009

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

The childminder and her co-childminder work well together and take joint responsibility for the way their business operates. Each has specific areas of responsibility in which they take the lead, although both parties take an active role in all aspects of the provision. This childminder oversees the transfer of observations into the children's learning journeys and takes a lead in organising the planning, although both take an active role in the discussion and assessment process. There are comprehensive records and policies in place which are reviewed regularly. However, systems for recording parental permission to administer medication and prior permission to seek emergency treatment and advice are not sufficiently robust to ensure they are always in place. This does not meet requirements. Good systems for risk assessment are in place to ensure children are protected in the home and on visits.

The childminder is professional in her approach. She has been proactive in developing her skills and knowledge by completing a level 3 course on Childcare and Child Development in the Home Based Setting. She and her co-childminder have jointly completed a detailed self-evaluation process which they have used to identify their main strengths and weaknesses. This has successfully identified areas for development such as reviewing their systems for observation and assessment to make best use of the time, and providing individual named trays to ensure children's artwork and correspondence are collected by parents. The childminder has links with the nurseries the children attend, so she knows what the children are learning about and is able to support this through discussion. She also uses her links with one nursery when reviewing her resources, and has purchased a 'tuff spot' activity tray and stand which she has seen in use at the other setting.

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

The children are happy and confident. They interact warmly with the childminder, her co-childminder and their friends. They are able to independently move around and make choices about what they would like to do from a wide range of resources which are well labelled and stored. This enables children to find the toys they are looking for and initiate their own play. The children behave well. The childminder and her co-childminder work consistently and children understand the expected behaviours, such as sharing and being kind.

Children have very good opportunities to enjoy indoor and outdoor play experiences. The childminder makes daily use of outdoors to promote children's learning across all areas of development. Activities inside and out are sometimes linked to the learning themes, for example, in the garden she provides a mix of toy diggers and construction vehicles in the sand tray when the children are learning about transport, and inside the children cut and sort pictures of vehicles which they stick onto pictures. Trips are organised with care, and are often linked to the theme, for example taking the children to see and sit in an aeroplane and a Harrier Jump Jet at Brooklands Museum. This is fun and exciting for the children, and enhances their learning.

The childminder supports children as they learn through play. She is encouraging and increases the children's enjoyment. For example, as a young child climbs the low level climbing frame, she peeks at him from the other side and the child makes his way towards her laughing. As he sits at the top of the slide, she encourages him to count 'one, two, three go' before sliding down, which he enjoys and repeats several times.

The children are developing excellent attitudes towards a healthy lifestyle. They enjoy the home cooked meals the co-childminder prepares, and the childminder includes growing activities in her planning so that children learn where food comes from. They are active on a daily basis, in the garden, and doing music and movement or using soft play resources inside. The childminder takes children to gym club and some children to swimming lessons. Those with her for breakfast clean their teeth, which promotes their dental health, and children are learning to independently wash their hands at key times. The children learn about safety. They regularly walk to and from nursery and talk about crossing roads carefully. They have very regular opportunities to practise evacuation which means they are confident and skilled at leaving the premises quickly and safely.

The children are learning about their community and the wider world. They enjoy lots of local visits, and the childminder includes celebrating festivals such as Chinese New Year in her planning. Children enjoy resources such as multicultural musical instruments and books which reflect diversity generally. The childminder knows the children well, and finds out about their individual culture, language and religion. She asks parents about some of the key words in their home languages so she is aware of young children's language development, and she is able to reassure children. However, there is no use of children's home languages in labelling to promote children's home experiences or to help other children be more aware.

## 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?	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?	1
How well are children helped to enjoy and achieve?	1
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
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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.