

## Inspection report for early years provision

---

<b>Unique reference number</b>	124876
<b>Inspection date</b>	07/07/2009
<b>Inspector</b>	Felicity Gaff

<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 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 1993. She lives with her husband and school-aged daughter in a house in Coulsdon, Surrey. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any-one time, of whom no more than three may be in the Early Years Foundation Stage (EYFS) age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children in all age ranges share the same facilities. The childminder walks to local schools to take and collect children and regularly attends carer and toddler groups.

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

Overall the quality of the provision is good. Children enjoy a suitable range of age-appropriate play resources that support all areas of learning. The childminder attends professional training to develop her knowledge and skills. She works closely with local authority advisors to make sure she meets all the requirements of her registration. The childminder forges close partnerships with parents, which enables her to provide the care each child needs. As a result, children feel secure and at ease in her home and make suitable progress towards the early learning goals.

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

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

- use systematic observations of children's interests and achievements to plan for the next steps in their learning and maintain records that can be regularly shared with parents and with practitioners in other settings
- ensure the risk assessment covers everything with which a child may come in contact such as unsuitable items in the kitchen
- review the risk assessment for the trampoline and make any necessary adjustments to secure children's safety, including ensuring its use is covered by insurance.

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

The childminder organises her childminding well and provides a reliable service to children and their families. Parents receive written information about her provision and there are good arrangements to exchange information when children first attend. This ensures the childminder is aware of the care each parent wants for their child. It allows her to meet individual needs so that children settle happily and confidently. Children develop their independence by choosing from the attractively

arranged toys to support their learning and play. The childminder seeks parents' views on ways she might develop her practice further. She provides limited written and pictorial information to keep them informed about children's progress. Parents are very happy with the service offered. The childminder has a clear understanding of child protection issues and is able to work with other agencies to safeguard children. She carries out appropriate risk assessments but does not always use them effectively to minimise hazards to children on the premises. There are good systems for working with parents and other professionals to ensure that children with additional needs, or those who are acquiring English as an additional language, receive the support they require.

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

Children's progress towards the early learning goals is suitably supported because the childminder works closely with them as individuals. She is beginning to make observations of what children do and achieve in all areas of learning. However, she does not yet use them systematically to assess what children understand and to plan for the next steps in their learning. Children develop their literacy skills well by sharing well-read stories with the childminder. They demonstrate their understanding of literary conventions as they 'read' their favourite books independently. The childminder encourages children to use resources such as sequencing puzzles to develop their problem-solving skills. Children confidently learn to manage their own personal hygiene and delight in developing their self-care skills through activities such as dressing up. However, children sometimes lack opportunities to develop their own ideas and solve problems. Some creative activities are overly adult-directed and children are unable to select from a wide range of resources and techniques.

Children learn how to behave because the childminder has clear house rules, which are consistently applied. They have good opportunities to develop their social skills; they cooperate willingly in everyday tasks such as wiping tables and tidying toys away after use. They are proud to contribute to the setting because the childminder shows she appreciates their efforts by thanking and praising them. Children learn to share aspects of their own lives and find out about those of other people. For example, the childminder encourages them to talk about the festivals they celebrate at home. As a result, children know that they and their families are valued. Children follow a healthy lifestyle. They are cared for in clean and well-maintained premises, routinely walk to and from school, and benefit from daily outdoor play. The childminder helps them understand healthy eating and ensures individual dietary needs are met. She works closely with parents so that children gain confidence in trying unfamiliar foods. There are suitable systems for recording minor accidents and the childminder has clear procedures to ensure children receive any medication they need.

## 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>	3
<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?	3
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

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