

## Inspection report for early years provision

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<b>Unique reference number</b>	EY296635
<b>Inspection date</b>	01/10/2009
<b>Inspector</b>	June Fielden
<b>Type of setting</b>	Childminder

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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 2005. She lives with her three children aged one, three and nine years in Redhill, Surrey, close to schools, parks and shops. The whole of the ground floor of the childminders home is used for childminding, plus a bathroom and playroom on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than one of which may be in the early years age range. She is currently minding one child in this age group. She is also registered with Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder regularly attends local parent and toddler groups.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and welcoming environment. The childminder appropriately meets children's welfare and learning requirements as she has a secure understanding of children's individual needs, interests and abilities. She has a sound relationship with parents and recognises the need to liaise with others providing care for children. The childminder is aware of her main strengths and some of the areas for further development. There is a breach of a specific welfare requirement relating to documentation, but this does not have a significant impact on the provision.

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

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

- make a record of the risk assessments clearly stating when it was carried out, by whom, date of the review and any action taken following a review
- 16/10/2009

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

- ensure that access to the gym that is entered from the garden, wires that are accessible to children in the living room and garden equipment are included in the risk assessment
- continue to develop knowledge and understanding of the Early Years Foundation Stage (EYFS) and apply this knowledge to further enhance the arrangements for observing, assessing and planning for children

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

The childminder has a sound understanding of her legal duties and responsibilities with regard to child protection issues. The secure relationship she has with parents enables her to exchange information that assists in safeguarding children. The childminder completes risk assessments of her home and for outings. However, she does not currently keep a record of risk assessments carried out on her home, as required by the Early years Foundation Stage (EYFS), as she has not yet fully developed her knowledge and understanding of this document. The childminder appropriately promotes children's understanding of differences between individuals. She is able to recognise when children have special educational needs/and or disabilities and knows how to adapt her practice in order to cater for their requirements. She is aware of the need to seek advice and co-operate with other agencies involved in children's care.

Parents are provided with appropriate information about their child's development and welfare. The childminder gives new parents a welcome pack which includes a copy of her policies and other information about her provision. She speaks to parents on a daily basis and they know that they can contact her at any time if there is something they wish to discuss with her. Children's development records are accessible to parents at any time, and she shows them the activities children engage in to involve them in their learning. The childminder ascertains parents' opinions on her provision in the course of her conversation with them. There is a parents' notice board on which the childminder displays her registration certificate and other information about her practice.

The childminder is motivated to further develop her setting and has updated her training in first aid since her last inspection. She identifies her key strengths as her engagement with children, making them happy and providing a range of activities to interest them. Also the way in which she communicates with them to ensure they understand what she is asking them to do. The childminder has put in place all the measures recommended at her last inspection, such as ensuring that she now obtains written permission from parents before administering medicine to children. Although her self-evaluation does not include some areas where further development is still needed, such as improving her knowledge of the EYFS, and ensuring that all the required records are in place. The childminder raises children's awareness of the benefits of recycling and appropriately organises the space available for them to play. She ensures that the environment is generally conducive to learning.

## **The quality and standards of the early years provision and outcomes for children**

Children are provided with opportunities to participate in activities that cover all areas of learning. They are involved in tasks which ensure a suitable balance of adult led and child initiated activities, and overall make sound progress in their learning. The childminder bases her daily planning on children's interests. For

example, if a child is not really interested in sitting down and doing things inside, then activities are more focused on outdoor play. The childminder makes observations of children which she records in their learning journals. She takes account of her observations and what she knows about children when considering their next steps in learning. Although the childminder's system for observing, assessing and planning for children is not fully organised, as she is not yet completely conversant with the EYFS. The childminder counts with the children while they bounce on the trampoline, or score goals with the football. She raises their awareness of colour recognition during their play and talks to children to develop their language skills. Children are encouraged to put their own shoes on when they play outside in order to develop their independence. The childminder engages the children in cookery activities and encourages them to develop an interest in role play.

Children are provided with suitably healthy options at meals times and are able to make some choices with regard to what they eat. Water is always available to them to ensure they are not thirsty. The childminder makes children aware of the need to follow healthy routines, such as cleaning their hands before they eat. Children are comfortable in the childminder's presence, as they ask her questions and go to her for assistance when required. The childminder ensures that children understand that they should not talk to strangers when they are on outings, and reinforces their knowledge of road safety. She has some appropriate measures in place in her home to maintain their safety, including gates at the top and bottom of the stairs and catches on some of the cupboards. Although the childminder does not always lock the door to areas where she does not wish children to enter, or ensure that some wires in the living room and the barbecues and lawnmower in the garden are inaccessible to them. Children generally co-operate well with each other, and are aware of the behaviour the childminder expects of them. Good conduct is also promoted by praise. The childminder provides children with toys that encourage them to be inquisitive, such as one that involves the use of a pump to make a rubber figure jump into the air. Children also have access to electronic toys to develop their information technology skills.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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