

## Inspection report for early years provision

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<b>Unique reference number</b>	EY246181
<b>Inspection date</b>	05/11/2009
<b>Inspector</b>	Felicity Gaff
<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).

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.

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## **Description of the childminding**

The childminder has been registered since 2002. She lives with her husband and two school-aged children in a house in Oxted, 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 six children at any one time, of whom no more than three may be in the early years age range. She is currently minding three 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 collects children from the local school and attends several toddler groups regularly.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder creates successful, long-term childminding relationships with children and their families. She knows the children very well as individuals and works closely with parents to keep them well-informed about their children's care and learning. She undertakes suitable training opportunities to develop her knowledge of the Early Years Foundation Stage. She continuously evaluates the quality of the service she offers and takes effective steps to develop her practice. This ensures all children enjoy a rich, purposeful play environment that meets their individual developmental needs.

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

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

- develop the use of observations of each child's interests and achievements in planning for the next steps in their learning.

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

The childminder fully understands her responsibilities for safeguarding children and knows how to record and report any concerns. She makes good arrangements to protect children from people who have not been vetted, including their care in an emergency, and agrees them with parents. She carries out appropriate risk assessments that enable her to identify and minimise potential hazards, and maintains adequate records. The childminder is an active member of her local childminding network and takes advantage of training and support services in order to enhance the quality of the service she offers. She is eager to further develop her knowledge and skills and maintains all the documentation required to support children's welfare. She keeps parents well informed of the care their children receive and provides opportunities for both parents and children to

suggest further improvements. Her good knowledge of each child's personality and preferences enhances her ability to recognise and support their learning and development.

The childminder provides a welcoming and inclusive environment. She knows how to ensure that children with special educational needs and/or disabilities receive any support they need. She has a positive approach to supporting children acquiring English as an additional language. She recognises the importance of respecting parents' wishes and promoting children's emerging bilingualism. The childminder forges good partnerships with other early years settings that children attend. Working parents appreciate the way she keeps them informed about what their children do at playgroup. The childminder works with parents to support children's emerging literacy when they first start school. She maintains suitable records of what children do and achieve over time, which are shared with parents. Parents are delighted with all aspects of their children's care and learning and consider themselves very fortunate in their childminder. The childminder maintains clear written policies and procedures to ensure parents are fully informed about the arrangements for their children's care.

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

Children enjoy a wide range of purposeful activities that support all areas of their learning and development well. Their behaviour is very good because the childminder teaches them the reasons for the high standards she expects. They reflect her good example in their courtesy towards each other and towards visitors. They are well-mannered and co-operate very well with both the childminder and each other during everyday tasks, such as preparing the table for lunch. The childminder displays posters providing positive images of cultural diversity. A sign language poster about 'feelings' promotes discussion about the different ways people communicate. The childminder uses it skilfully to help children learn to recognise and respect their own emotions and those of other people. Children learn to follow a healthy lifestyle; they understand the reasons for good personal hygiene practices and carry them out independently. The childminder takes effective steps to protect children from illness and infection. She uses routine accident and medication records very well to ensure parents receive full information about their children's welfare. Children learn about what goes to make a healthy diet by helping to plan balanced menus. They have daily opportunities for outdoor play and walk to and from school whenever possible. The well-organised premises allow children to develop their independence by selecting their own play resources.

The childminder maintains suitable records of children's progress overall. However, she does not systematically use her observations of what children do and achieve to plan for their next steps across all areas of learning. She provides a good speech model and skilfully encourages children to use language imaginatively to develop their play. For example, she engages children in wide ranging conversation as they play with good quality small-world toys, such as the Noah's Ark. She uses effective questioning techniques to encourage them to solve

problems. Children enjoy expressing their own ideas creatively by, for instance, producing imaginative collages. They thoughtfully consider where to position the attractive materials provided in order to achieve the results they want. Three-year-old children proudly use emergent writing to write their own names independently on their work. The childminder displays samples of children's work in her home to show them she values it. She organises many interesting outings and visits to enhance children's knowledge and understanding of the world around them.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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