

## Inspection report for early years provision

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**Unique reference number** EY389210  
**Inspection date** 07/09/2009  
**Inspector** Lindsay Ann Farenden

**Type of setting** 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.

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 2009. She lives in a house in Sutton Surrey with her husband and two children aged five and two years. The whole of the childminder's home is used for childminding. There is level access to the property with bathroom facilities on the first floor; there is a fully enclosed garden for outside play. The childminder is registered to care for four children under eight years and of these, two may be in the early years age range. There are currently four children on roll in the early years age group. The childminder is registered on the following registers; Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

The childminder will takes children to toddler groups, on visits to the libraries and parks.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children relish their time in this delightful childminding setting. The childminder dedicates her time around the children when they are present and shows a clear understanding of supporting them in their play and learning. The close partnership with parents ensures they are fully aware of their care routines and how their children are developing. The childminder uses self-evaluation effectively to identify the strengths and areas of development of her provision and strives to continually improve the outcomes for children.

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

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

- request written permission from parents for seeking emergency medical advice or treatment (Promoting good health) 25/09/2009

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

- ensure sharp knives are made completely inaccessible to children

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

There is a strong emphasis on safeguarding children within the childminding setting. The childminder has a sound knowledge of child protection issues and is aware of how to proceed if she has concerns about a child. The childminder's policies are shared with parents and used effectively to promote the safety, health

and welfare of the children. The childminder has undertaken a risk assessment of her home and for individual outings to ensure risks to children are minimised. Although sharp knives are stored in a high position in the kitchen, they may not be completely inaccessible to taller children. A fire blanket is in the kitchen and smoke alarms are in working order. All records and documentation are well kept in a confidential manner and the childminder's registration certificate is displayed. The childminder is keen to attend further training to continue to develop her knowledge and childminding service.

Children's care is enriched by the childminder's enthusiasm. She organises the day so children have a fun and stimulating time in her care. Children are provided with a good range of toys and equipment that help support their development in all areas. Children's awareness of the local and wider community is promoted very well through regular outing to children's facilities, museums and parks. The childminder values all children as individuals and is fully committed to providing a fully inclusive environment.

The childminder obtains details of children's needs and routines from the parents and has a settling in procedure, so children gradually get used to separating from their parents. This gives the childminder an opportunity to get to know the child and their parents and obtain details of their child's needs, interests and abilities. Children are encouraged to bring in a toy from home, which gives them a link from home and helps them feel secure in the childminding setting. Children benefit from the good relationship the childminder has with the parents, who are kept informed of their child's day and progress through verbal and written feedback. The childminder shares with parents photographs of their child enjoying activities and information about their progress that she gathers through her observations and her plans to support their child in the next stage of learning. Letters from parents and questionnaires show they think highly of the childminder and of the childcare provision she provides.

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

All children are secure, feel safe and show a strong sense of belonging in the childminding setting. They clearly enjoy their time at the childminder's as they select resources freely and excitedly join in with the planned activities. Lots of happy laughter takes place as children warmly interact with each other. Children are extremely imaginative, as they dress up as pirates and pretend to make stew in the play house in the garden. Children eagerly put on aprons to make icing to put on biscuits and are keen to count the number of raisins they used to decorate them with the childminder. Children learn about where foods come from as they gather potatoes at pick your own farm and pick tomatoes from the garden for their snack time. Children like looking at books and enjoy visiting the library for story time and to choose books.

Numeracy skills are developed by the children as they sing number songs, learn about measurement through cooking activities and sand and water play. A good range of puzzles supports children's problem solving skills. Children express

themselves creatively through a good range of mediums, such as painting activities, using glue to make their own unique pictures, drawing materials and play dough.

The childminder's clear knowledge of the Early years Foundation Stage means that she is skilful in supporting children's learning and development. She uses information from her observations of their achievements to plan and provides a wide range of experiences both inside and outside of the home. The childminder has a flexible approach with her written plans, so children's individual interests are followed on a daily basis. The childminder uses lots of open-ended questions which encourage children's thinking and their response is listened to with interest.

Children show a very good awareness of what constitutes a healthy lifestyle. They have excellent opportunities to engage in a very wide range of physical activities. They have great fun playing in the childminder's garden, which is extremely well resourced with climbing equipment, swings, wheeled toys and outside play resources. Children learn about the benefits of regular exercise through discussions with the childminder and visits to parks. Children are learning how to adopt good personal hygiene routines as they consistently wash their hands before meals and the childminder explains to them why they need to do this. They are taught the importance of using a tissue when sneezing. Children benefit from nutritious meals and snacks, which include proteins and vegetables. This helps them develop healthy eating habits from a young age. Meals times are a pleasurable experience for children as they sit at the table and have discussions with each other. Drinking water is available to children at all times.

The childminder has a easily accessible first aid box and holds a current first aid certificate which ensures that any accidents are dealt with in a prompt manner. Any accidents are recorded and shared with parents, although parental consent for the childminder to seek emergency medical advice or treatment for children has not been obtained.

Children's understanding of diversity and difference is enabled through books about festivals and celebrations and toys which reflect positive images of race, culture and disability. These are fully integrated into everyday play as children put figures and toys into a play wheelchair and then wheel it around the room.

The childminder provides children with a positive role model as she talks to them in a kind and friendly manner. Children behave very well because they are enjoying their play and are well occupied. The childminder applies consistent boundaries and routines, so children develop a clear knowledge of the standards of behaviour expected of them.

Children learn to keep themselves safe as the childminder teaches children about stranger danger, how to cross the road safely and they practise the clear fire evacuation procedures regularly.

## 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	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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

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