

## Inspection report for early years provision

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<b>Unique reference number</b>	EY383078
<b>Inspection date</b>	28/09/2009
<b>Inspector</b>	Deborah Jacqueline Newbury

<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 was registered in 2008. She lives with her husband and child aged 21 months in Ottershaw in Surrey. There are local parks, schools, shops and public transport links within walking distance of the home.

All areas of the home are available for childminding purposes and there is a secure garden for outdoor play. Sleeping and toileting facilities are provided on the first floor of the house.

The childminder is registered to care for a maximum of five children under eight years, of whom not more than two may be within the early years group. There are currently three children within this age range on roll who attend on a part-time basis. The childminder is also registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

Children regularly visit parks and different toddler groups and children's centres.

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

Overall the quality of the provision is satisfactory.

Children are happy and display confidence, both in their surroundings and in the care of a childminder who is very kind and caring. She ensures the setting meets required standards for the Early Years Foundation Stage (EYFS) and is generally effective in promoting inclusive practice. Children's welfare is assured as the childminder gathers relevant information from parents about their individual routines and care needs. They make steady progress in their learning and development although there are some gaps in existing arrangements for involving parents in this. The childminder is enthusiastic about minding and has started to identify and plan for continuous improvement in her practice and provision.

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

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

- develop systems for the exchange of information with parents and carers in respect of children's developmental starting points and for involving them fully in monitoring and planning for their children's learning and development
- plan for the inclusion of younger children in outdoor play

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

The childminder has good systems in place for identifying and responding to concerns about children's welfare. She has attended relevant safeguarding training and has a clear understanding of her responsibility to protect children from

unvetted persons. Potential hazards are identified and addressed through her use of comprehensive risk assessments. These cover everything children come into contact with, both inside and outside the home. The childminder even carries blank copies of a risk assessment with her so she can undertake an immediate, formal assessment should she take children to unfamiliar places. These measures help to ensure children's safety whilst they are in the childminder's care. All paperwork relating to childminding activities is well organised. It has regard for confidentiality and is stored securely.

The childminder has completed required training courses and has identified other training opportunities to assist her in the development of her knowledge of EYFS. She has also begun a formal process of self-evaluation. This has highlighted areas of strength within the existing provision and some areas for development. The childminder organises her home to offer a warm and welcoming environment for children. An extension has recently been added to the house which will become a playroom. The childminder has lots of plans for use of this room; for example by providing children with better and more independent access to a wider selection of toys. In the interim, she deploys resources appropriately by making sure children access age and stage appropriate play materials and can move freely around those areas of the home used for minding.

Written testimonials from parents indicate that they are happy with the care their children receive from this childminder. Parents and childminder exchange information about children to ensure continuity of care and meet individual welfare needs. Informal discussions are supplemented by a daily diary, which provides parents with a flavour of their children's day. The childminder recognises that some parents may be a little anxious about leaving their children and she makes a point of texting them a couple of times throughout the day, which helps them feel reassured that their children are settled and content. However, arrangements for working in partnership with parents to support children's learning and development are not yet sufficiently well developed. The childminder does not find out about children's developmental starting points from parents and they are not fully involved in monitoring and planning their children's learning and development on a regular basis.

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

The childminder establishes warm, caring relationships with children. They show they are at ease in her company through their big beaming smiles and willingness to approach her for cuddles and support. She helps young children understand the need for co-operative behaviour by encouraging them to share toys and take turns. This approach also helps them gain the habits, skills and positive behaviours appropriate to good learners, their own needs and those of others. All children receive lots of praise and encouragement, which fosters their self-esteem and helps them feel good about themselves. The childminder ensures she treats every child present with equal concern although current organisation of the garden area does not readily lead itself to promoting inclusion and a sense of involvement for the youngest children in her care. Children have opportunities to find out about

traditions through celebration of particular events, such as Christmas and Easter and in the past the childminder has enabled older children to find out about other countries by planning specific activities that link to that country, such as making pizzas for a topic about Italy. There are some resources within the home that reflect positive images and thus help children begin to appreciate similarities and differences although these are not many. The childminder has identified this as an area for development.

Outings generally take place in the morning, which means children experience consistent routines for some activities. This adds to their sense of security and means they can look forward to their day because they have an idea what they will be doing. Visits to local parks, toddler groups and different children's centres in the locality provide children with opportunities to explore their local community, mix with other children and adults and play with different toys. The childminder also includes some outings to places that hold a particular fascination for individual children, such as a visit to the local airfield for a child who is interested in aeroplanes. Children explore a variety of age appropriate toys within the home and the childminder changes these regularly to help keep the play provision fresh. Toys that incorporate simple technology are particularly plentiful. These are all fully operational and babies and toddlers explore them with interest. They learn about the cause and effect at a basic level as they press buttons and notice that their actions result in the toy making noises or playing music. Thus, they develop their problem solving skills and make connections within their learning. Children communicate through sound, gesture and basic speech. The childminder acknowledges their efforts and she spends time talking and singing with them. She seeks their input as to which songs they would like and makes suggestions for things children might like to do, such as playing with the train set. Toddlers enjoy digging in an area of dirt in the garden and spooning this into buckets. The garden has been recently refurbished and the childminder is conscious of the need to expand children's outdoor play provision further so that they have a wider choice, and that the needs of the youngest children can also be planned and catered for.

The childminder maintains a learning journey for each of the children in her care. This has regard for each area of learning. She undertakes observations of children at play and uses the information gathered to identify the next steps in their learning. However, this information is not shared with parents on a sufficiently regular basis to ensure a joint approach to children's learning and to be sure they make as much progress as possible.

Children are accommodated in a clean and comfortable home. Their health and safety receives good attention because the childminder ensures they are well supervised and that she implements effective practice to minimise the potential for the spread of infection and promote good hygiene. Young children show awareness that having their hands cleaned, for example before and after they eat, is part of their everyday normal routine. They benefit from plenty of fresh air and exercise as the childminder ensures they go out every day and they sleep according to their individual need. She is willing to cater for minded children if requested although parents currently provide food for their children. This is stored appropriately so it poses no health risk to children and the childminder's healthy eating policy encourages the provision to provide appropriate lunchbox contents.

Children drink regularly throughout the day, thus ensuring they do not become dehydrated. They are supported in learning showing how to keep themselves and others safe. For instance, they take part in monthly fire drills and the childminder provides good levels of support and reassurance; for example, as they learn to come down the steps from the upper level of the garden.

## 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	2
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	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	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

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