

## Inspection report for early years provision

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<b>Unique reference number</b>	124877
<b>Inspection date</b>	02/03/2010
<b>Inspector</b>	Rebecca Elizabeth Khabbazi
<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.

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 1994. She lives in a four bedroom house in Purley, Surrey with her three adult children. The downstairs of the house is used for childminding. A garden is available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under 8 years old, three of whom can be in the early years age group. There are currently two children on roll, who are both in the early years age range.

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

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in her welcoming, inclusive home, and they make good progress in their learning given their age, abilities and starting points. Good relationships with parents ensure that children's individual needs are met. The childminder reflects on the service she provides in order to make sure any areas for improvement are promptly identified and addressed.

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

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

- update records of risk assessments to include any assessments of risk for outings and trips
- ensure that the next steps identified for children's learning are regularly followed up and reviewed, in order to monitor progress towards the early learning goals

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

The childminder effectively safeguards children's welfare. She has a clear understanding of her responsibilities towards the children in her care, and knows what steps to take if she has concerns about a child. All required documentation that promotes children's health, safety and wellbeing is in place, and is well organised and up to date. The childminder conducts regular risk assessments of all areas of the home and garden to ensure children can play safely, although records do not currently include the assessments she makes of outings and trips outside the home. The home is well organised to meet children's needs and they can easily access a wide variety of good quality resources that support their play and learning. The childminder works closely with parents to ensure she has detailed information about children's backgrounds and needs, so that equality and diversity is effectively promoted. Parents have access to a wide variety of information about

the service, such as a range of written policies and procedures, and daily discussions ensure they are kept up to date with their child's progress. The childminder builds positive working relationships with other providers where children attend more than one setting, so that children experience continuity in learning and care. She makes use of feedback from parents and contact with other childminders to evaluate and review the provision. Actions taken are well-targeted to improve outcomes for children, such as extending play resources, and attending a training course to develop skills in making observations and assessments.

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

Children are happy and settled in the childminder's care. They show a strong sense of belonging as they help themselves to toys or confidently make their needs known to the childminder. They begin to learn to keep themselves safe when the childminder shows them how to use equipment carefully and when they take part in regular fire drills. Children adopt simple good hygiene routines when they wash their hands before they eat and help clean up afterwards, which helps protect them from the risk of cross-infection. They make healthy choices when the childminder offers them a variety of fruit at snack time, and they thoroughly enjoy eating their banana and slices of apple. They play outside every day as part of a healthy lifestyle, having fun in the garden or playing football and climbing the apparatus in the park.

Children take part in a variety of activities and experiences that support their learning and help them make good progress towards the early learning goals. They enjoy regular outings, for instance to socialise with other children at a playgroup or to the library for story time and to choose some books. They have good relationships with the childminder, who knows them well. She makes regular observations of their achievements and plans activities around their interests and needs. However, the next steps identified for children's learning are not yet consistently followed up and reviewed, in order to monitor children's progress. Children's early language skills are fostered when they join in conversations with the childminder and repeat the new words that she says. They enjoy making marks with a range of different media and are excited to see what pattern the stamp they use will make. They learn about shapes and count during every day activities and routines, and explore the world around them when they look through a big magnifying glass. Children express their imaginations when they play a game with the dolls, draw a colourful dinosaur picture or make models with play dough. They have fun practising their physical skills as they crawl through a tunnel and squeal with delight when the childminder crawls through after them. They are well occupied throughout the day and enjoy their time at the setting.

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