

## Inspection report for early years provision

---

<b>Unique reference number</b>	139809
<b>Inspection date</b>	11/11/2009
<b>Inspector</b>	Sandra Patricia Jeffrey
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 has been registered since 1999. She lives with her husband and two children, aged 17 and 13 years, in a three bedroom house in Sutton, Surrey. The whole of the ground floor is used for childminding. There is also a fully enclosed garden for outside play. The home is within walking distance of parks and a local bus route. The family have two pet cats.

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 a maximum of four children aged under eight years and there are currently three children in the early years age range on roll. The childminder attends local parent/toddler groups and children's centres on a regular basis with the children. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are cared for in a safe and stimulating environment where the childminder recognises each child's individuality and effectively promotes inclusive practice. The childminder promotes children's welfare and development successfully and ensures that the children are happy and well supported. Children make generally good progress in all areas of learning because the childminder is skilled at interacting with them and has a good understanding about how children learn new skills. Good communication systems and partnerships with parents have been established which ensure continuity of care for the children. The childminder is able to reflect on her practice and is able to recognise her strengths and areas for improvement.

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

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

- consider additional ways to improve measures to prevent the spread of infection in relation to children's hand drying procedures
- further develop knowledge of the Early Years Foundation Stage framework to ensure that observations and assessments are used effectively to plan for each child's individual needs to aid their development, in partnership with parents.

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

The childminder has a good understanding of the procedures to follow to safeguard children and knows how to make a referral if she is worried about a child in her care. The childminder completes regular written risk assessments, in addition to the daily visual checks which are used to identify any potential risks for

the children. Appropriate health and welfare policies are in place and shared with parents, however, further consideration is needed in relation to the storage of children's hand towels, in order to prevent the spread of infection.

The childminder demonstrates a good level of ambition and drive for improvement. For example, she has updated her training in paediatric first aid as highlighted during the previous inspection, has attended training on the Early Years Foundation Stage framework (EYFS) and is booked on Safeguarding training. Therefore the childminder is continuously enhancing the welfare, and learning and development opportunities, of children in her care.

The childminder organises space and play resources well which enables children to safely engage in challenging play experiences. Resources are age appropriate and are very well maintained. The childminder also ensures she is on hand to offer support and guidance to the children at their level throughout the day.

Self-evaluation by the childminder, has identified where further improvements can be made, in relation to further developing her skills to match observations and assessments of each child's achievements, interests and learning styles, within the six areas of learning. To this end, she has booked further training in relation to observation and assessment.

The childminder provides a service that is inclusive for all children and their families. Children have access to a range of toys and activities that promote positive images of diversity and equality, enabling them to learn more about the world around them. There are good systems in place to share information with parents and to keep them fully informed of their children's experiences throughout the day, through a combination of daily discussions and contact books. Parents are also encouraged to look through their children's development records on a regular basis. Children's individual requirements are gathered from parents prior to the placement and the childminder is sensitive to their needs and interests. As a result, children are very happy and secure in her care.

Partnerships with other professionals involved in the care of the children have been established to ensure they are kept informed about all aspects of the children's achievements, well-being and development. These close working relationships ensure that parents and other agencies; such as nursery teachers, are given consistent opportunities to actively be involved in the care and support of individual children.

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

Children are happy and settled in the care of the childminder who offers them praise and encouragement to support them and build their self esteem. The childminder responds affectionately towards the children and is aware of their individual routines and interests, in partnership with parents. Children feel safe in the childminder's home because she offers them warmth and security. For example, young children show that they feel safe when they respond positively to

the cuddles, smiles and claps they receive as encouragement from the childminder as they play with the toys. Older children are taught road safety awareness, appropriate to their age and understanding, when on trips and also in the home with the aid of a 'Traffic Club' road safety poster that the childminder uses to reinforce children's understanding.

Children take part in a good variety of theme based activities that support their development and help them make progress towards the early learning goals. They confidently help themselves to the clean and well-maintained resources and actively involve the childminder in their play, for example, as they practise their number and colour recognition when playing on the musical counting mat. They enjoy a varied balance of indoor and outdoor activities, including daily visits to local toddler groups, children's centres, parks and the library, where they access the computers in the ITC suite, therefore developing their skills for the future.

Children have access to a good selection of resources and activities that promote their mark making and early writing skills. They draw and paint with a wide range of resources and are encouraged to access a good range of story books. They practise their number recognition and counting skills as they enjoy playing with the building bricks and clock face puzzle and are introduced to simple addition and subtraction, when weighing ingredients for cooking for example.

Children are making generally good progress in their learning and development from their starting points. Written observations of the children's progress and achievements are well maintained and are used to plan appropriate activities to promote children's future learning and development. The childminder is still developing her system for making assessments of children's progress to ensure that observations and assessments are used to support children's next steps towards the early learning goals.

Children are developing skills such as sharing and taking turns and consequently begin to learn how their behaviour affects others. They are encouraged to make a positive contribution in the setting by showing consideration to others and by, for example, being kind and patient with each other. Babies and younger children respond positively and demonstrate that they feel secure and valued as they coo and clap happily in response to cuddles and smiles from the childminder.

Children's health is promoted well as they receive healthy and nutritious meals and snacks including fresh fruit and vegetables on a daily basis. The childminder encourages the children to think about food that is good for them and makes them 'big and strong', with such activities as sticking pictures of healthy food onto life size drawings of their bodies.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----