

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY219044
<b>Inspection date</b>	11/12/2009
<b>Inspector</b>	Joanna Scott
<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 was registered in 2003. She lives with her partner and daughter aged nine years in Walton-on-Thames. Minded children have access to the whole of the ground floor, with toilet and sleeping facilities provided in this area. There is an enclosed back garden. The childminder is registered to care for a maximum of six children under eight years at any time, of whom no more than three may be in the early years age range. She is currently minding seven children in the early years age range, all of whom attend on a part-time basis. The provision is registered by Ofsted on the Early Years Register and both the voluntary and the compulsory parts of the Childcare Register. She is a member of the National Childminding Association. The family has a cat.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and settle quickly in this happy and welcoming environment. The childminder is very focused on the children, and plans a good mix of activities in and out of the home for them to enjoy. She liaises closely with parents which enables her to meet the welfare, learning and development needs of each of the children in her care. The childminder has her own systems for evaluation, which have successfully identified her main strengths and areas which she has been able to develop further.

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

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

- obtain written parental permission to seek any necessary emergency medical advice or treatment, and ensure that systems are robust in requesting this at the time of each child's admission to the provision (Safeguarding and welfare) 08/01/2010
- ensure that any record of risk assessment is sufficiently detailed, for example that it includes all areas of the premises (Documentation) (also applies to both parts of the Childcare Register) 08/01/2010

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

- ensure that as systems to monitor children's progress develop, some form of tracking is implemented to readily identify any areas for focus across the areas of learning.

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

The childminder has a good understanding of safeguarding children. She makes daily checks to ensure her premises are safe and secure. Records of risk assessments are maintained for her home and outings, but they sometimes lack detail, for example, they do not include the garden. This does not meet requirements. The childminder has attended training about child protection issues, and has a secure understanding of the procedures to follow should she have a concern. She has her own system for evaluation which is effective in identifying her main strengths and areas for development. For example, she has recently re-organised her conservatory to be the main area for storage of toys, leaving the sitting room free for quiet activities and to sleep young children in. Children are learning about themselves and their community through regular trips and discussion. Some resources promote the diverse world, so that children develop positive attitudes from an early age. The childminder is proactive in keeping up to date with issues affecting her business. She attends regular training, and acts as a support childminder to those setting up their service.

The childminder has good partnerships with parents. Communication is effective both ways, so that parents and the childminder both have a good understanding of the children's likes and interests. This enables the childminder to have discussions with the children which make them feel valued and included. The childminder has detailed policy documents which reflect her practice. These are shared with parents so that they have a good understanding of the way she operates her business. Parental permissions are generally recorded, however this is not the case for permission to seek emergency medical treatment or advice. This does not meet requirements. Partnerships with other settings delivering the Early Years Foundation Stage (EYFS) are informal and work well. The childminder has a good knowledge of what children are learning about at nursery and school, and is able to support their learning through discussion.

The childminder completes detailed daily diaries for young children which give a comprehensive picture of children's achievements. Parents say they value these. Some children have 'Learning Journeys' which highlight their development more specifically across each of the areas of learning, and show that children make progress. The childminder is in the process of implementing these for each of the children in the early years age range. Currently there is no system to track development to identify any areas for focus and planning, although the childminder has identified this as an area for development through her own systems of self-evaluation.

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

The children arrive happily and are keen to take part in the activities the childminder has prepared. For example, on the day of inspection older children were making Christmas cards. They spend an extended period of time using

resources such as glitter glue, pompoms and stickers to create a design they are pleased with. The childminder has high expectations, she encourages the children to write their own name inside the card, and then extends this by asking them to find the sounds and letters from an alphabet toy, to write who the card is to. The childminder is promoting their early writing and reading skills.

Younger children's individual routines are followed. The childminder is skilled at recognising when they are tired, and children settle happily in a travel cot or buggy to rest. She makes sure they are comfortable by changing their nappies, and regularly offering them drinks. Children are interested in the resources. Younger children enjoy taking cushions into a pop up tent to make a den, they play imaginatively. The children experience a good mix of adult led and child initiated play, inside and out, which promotes their learning. Children are starting to learn about safety. They practise evacuation which means they are skilled at listening to instructions, and knowledgeable about leaving the premises safely and quickly in an emergency.

The children enjoy warm relationships with the childminder and each other. They happily approach her for a cuddle and she sits on the floor and plays with them which extends their enjoyment of activities. They involve each other in their games, and older children have a nurturing approach towards the younger children. Children behave very well. The childminder has a consistent and positive approach which is effective and encourages wanted behaviour, and she communicates very clearly to children so that they understand what is happening as the day progresses. Activities are inclusive. For example, an older child spends time cutting up mushrooms to make a pizza for lunch. The childminder encourages younger children to handle their own mushrooms, and they are interested in the texture. Both children enjoy the activity which promotes their physical development and encourages them to develop good attitudes towards eating a more varied diet. Older children are learning to protect their good health, they independently go to wash their hands before lunch.

## 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 08/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 08/01/2010