

## Inspection report for early years provision

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<b>Unique reference number</b>	EY390616
<b>Inspection date</b>	28/09/2009
<b>Inspector</b>	Maureen Croxford
<b>Type of setting</b>	Childminder

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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)

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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 and is registered on the Early Years Register to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and young family in a residential area of Guildford, Surrey. The ground floor of the house is used for childminding activities with sleeping and toilet facilities in this area. There is a secure rear garden for outdoor play. There are six children currently on roll, of whom three are in the early years age group. The childminder takes and collects children from the local school.

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

Overall the quality of the provision is satisfactory.

Children are cared for in a safe environment and enjoy their time with the childminder as she ensures that they are safe, settled and comfortable. She has policies and procedures in place in order to protect children. The childminder uses her knowledge and understanding of the Early Years Foundation Stage to provide support for all children. Their individual needs are met through a range of planned learning experiences and activities.

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

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

- develop further the recording of the children's starting points, progress and achievements and use this information to identify learning priorities and the next steps in children's learning
- continue to develop resources to promote diversity and develop knowledge about other cultural groups to ensure children are provided with a wider range of opportunities to foster a positive image of both themselves and others.

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

The childminder has a good understanding of child protection procedures and has written policies in place, which are shared with parents. She would follow these procedures if any concerns about a child were identified. Accidents and existing injuries are clearly recorded and signed by parents. Written risk assessments are carried out to ensure a safe environment for children.

The garden, conservatory, lounge and dining room are the main play areas used for minding and the childminder arranges the space available depending on the

type of activities being offered. For example, most of the resources for children are stored in the conservatory in low level units, which increases their independence and decision making skills. However, limited resources are available to children that reflect different cultures. The garden offers an exciting and safe environment for children with large play equipment to help develop their physical development.

The childminder plans activities and experiences to help the children reach their full potential. She has made some observations, evaluated the activities and adapted them to ensure they met the needs of the children, for example, children make 3D models using recycled materials, suitable for the age and stage of development of the child.

Children learn about differences and likes and dislikes through activities and discussion. The childminder spends time praising the children when they play well together and are considerate of others.

Children benefit from strong relationships that have been developed between the childminder and their parents or carers. Information is shared daily through a home link book and verbally at arrival and collection time. Parents are encouraged to make written contributions about their children's progress to fully involve them in their children's care. The childminder has developed good systems to share information with other providers of the Early Years Foundation Stage to ensure continuity of care and development for all the children who attend other settings.

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

Children make steady progress in the six areas of learning because the childminder offers them a range of planned activities, such as art and craft, and physical challenges and activities. The childminder makes good use of local amenities, resources and her time, as she plans suitable learning opportunities for children.

The children enjoy their time at the provision because the childminder organises the daily routines and activities to reflect the individual children's needs. The childminder involves the children in their learning as many of the activities are child led. Their artwork is displayed, which helps to build their self-esteem.

Children feel comfortable as the childminder interacts well with them, for example, making eye contact as she makes time to listen to what they have to say and cuddles to comfort them. The children feel secure as they sleep in the dining area where the childminder is able to supervise them at all times. She joins in the activities and encourages the children to extend their learning through opened ended questions and discussion, for example, talking about their artwork.

The childminder has started to develop the observations and evaluations of the children and their activities. This information is used informally to ensure children make good progress towards the early learning goals. However, this information does not clearly show the children's next stage of learning.

Children learn about how to keep themselves safe through discussions, activities and routines. They are beginning to understand about the importance of a healthy lifestyle and diet. They enjoy walks in the local community and visit nearby parks. The childminder helps them to understand the reasons that they must wash their hands before eating their snack and after using the toilet through daily routines and discussion.

## 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	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	3
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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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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