

## Inspection report for early years provision

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<b>Unique reference number</b>	EY391639
<b>Inspection date</b>	10/11/2009
<b>Inspector</b>	Patricia Jane Daniels
<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.

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## **Description of the childminding**

The childminder was registered in 2009. She lives with her husband and three children aged 12, 9 and two years in Walton on Thames, Surrey. The whole of the childminder's house is used for childminding, although minding is generally confined to the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years. She is currently caring for one child aged four years, who attends on a part-time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Local parks, shops and schools are within easy walking distance. The childminder attends the local parent toddler group. The family has a pet dog. The childminder is a member of the National Childminding Association. (NCMA)

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

Overall the quality of the provision is good.

Children's individuality is recognised and they are given good support to make progress in their learning and development. They are settled and well cared for. The childminder has begun the process of self-evaluation and identified some areas for improvement. Good partnerships with other providers leads to shared information that promotes continuity of learning and care.

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

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

- develop the system of planning, so that observations of children are used to plan the next steps in their learning
- develop self-evaluation, so that a regular system is used to clearly identify what is done well and actions needed for improvement

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

Children are closely supervised at all times and the childminder makes sure that they are safe in her home and when on outings. The childminder explains safety to children so that they understand possible hazards for themselves. Children are settled and confident in the childminder's home, indicating that they feel safe in her care. The childminder knows the procedures to take if she has concerns about a child, so that they are fully protected.

The childminder reflects on her practice and asks parents and children for their opinions. She is keen to attend training and has a positive attitude towards

improvement. However, she has not fully developed the process of self-evaluation to provide a regular view the strengths and weaknesses within her provision.

The childminder's home is organised for children's benefit, with activities presented that reflect children's individual interests and preferences. The conservatory is set out as a playroom, with toys presented to reflect the minded child's preferences and opportunities to select other items. The minded child attends before and after school; the childminder leaves out the toys that the child was playing with in the morning so that the child can continue the play activity and feel a sense of belonging in the home. The childminder recognises and values children's individual needs. She respects children's home religions and helps them to learn about and values other people's beliefs. Children's individual preferences and interests are incorporated within the activities provided, to make learning and play relevant to the child.

The childminder builds excellent links with the child's school. She finds out about the school term plans and reflects the learning themes within the activities that she provides. She complements the school day well, by continuing themes within play and offering opportunities for relaxation. Parents are provided with a daily diary about activities and routines, which contains information that offers supports learning at home.

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

Children enjoy their learning and play with the childminder. She supports children's learning by involving herself in activities, using conversation to extend understanding and following interests. For example, the child chooses to play with a toy post office and asks the childminder to join in. She takes the role of the customer and together they play post offices. The childminder explains that the parcel will need to travel by airmail in an aeroplane to a hot or cold country. The activity continues with the childminder asking questions about how much the parcel will cost to post and a conversation about what the word fragile means. The child weighs the parcel, then counts and calculates the money needed to pay for its postage. The child concentrates well and benefits from the continuous learning and play support provided by the childminder.

The minded child learns about seasons and the changes to the environment when outdoors. The childminder draws attention to the differences in the trees since earlier, when they collected conkers. She organises a mini beast activity, when the child collects and identifies snails, spiders, woodlice and a centipede. The child learns to make comparisons when lining up cars according to size and comparing pumpkins at the farm shop. These activities also support understanding of the local community. A visit to the park on the way home from school with a football supports development of physical skills and the exercise promotes a healthy lifestyle.

The childminder explains that she likes to provide a relaxing environment to complement the school day and this is in evidence within her home. She provides

well planned activities that support development in all areas, with free choices for children. However, her system of planning does not always use observations of children to plan for the next steps in their learning.

The childminder makes her home safe through regular risk assessment. She provides nutritious, home cooked meals and encourages children to try different foods. She encourages children to learn about a healthy diet through themed activities. Children learn about good personal hygiene through routines such as hand washing to prevent the spread of infection.

Children learn to take turns and play cooperatively with others through activities and conversations with the childminder. She has house rules in place, so that older children know what is expected. Children are praised when they do well and encouraged to develop social skills, such as good manners.

## 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	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	2
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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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