

## Inspection report for early years provision

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<b>Unique reference number</b>	EY395924
<b>Inspection date</b>	19/01/2010
<b>Inspector</b>	Deborah Jacqueline Newbury
<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.

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## **Description of the childminding**

The childminder was registered in 2009. She lives with her partner and two children aged five and three in Hersham, Surrey. Local parks, shops and schools are within easy walking distance of the home. The whole of the childminder's house is used for childminding, apart from the master bedroom. Toilet and sleep facilities are provided on the first floor and the playroom is also situated on this floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is permitted to care for up to four children under eight years at any one time. There are two places for children within the early years age range. The childminder is currently minding eight children in total, all of whom are within the early years age group. Children's days and times of attendance vary.

The childminder takes children to and from school and nursery as necessary. She attends a parent and toddler group and take children to soft play centres, local parks, libraries and to Bushey Park.

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

Overall the quality of the provision is good.

This newly registered childminder has made a very promising start to her delivery of the Early Years Foundation Stage (EYFS) and, as a result, children are making good progress in their learning and have their welfare needs met well. She provides a child-friendly and very inclusive environment where children are happy and valued as individuals. The childminder has started to formally evaluate her existing provision and has identified some areas that need further development. She establishes good working relationships with parents.

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

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

- improve partnerships with other providers, such as nurseries, by ensuring a two-way flow of information to promote the integration of care, education and any extended support
- continue to develop use of learning journeys for all children in the early years age range to form a view of where children are at in their learning and their progress towards the early learning goals.

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

The childminder takes positive steps to ensure children are fully safeguarded. She has a secure understanding of child protection issues and the action she should take if she has any concerns. Parents view her written safeguarding policy statement and she keeps relevant reference materials readily to hand. All adult members of the household have completed checks to ensure suitability. The childminder's home is safe, secure and well-presented. She organises all areas used for minding effectively, with the needs of all children in mind. Age appropriate play materials are arranged to be easily accessible, which encourages children to make choices about what they do and promotes their developing independence skills. The childminder makes sure that children's favourite toys are accessible, which adds to their sense of security. The upstairs playroom, with a different selection of toys means that the childminder is easily able to ensure that older children can play away from the smallest children if they so wish and that young children benefit from a change of scenery throughout the day. Risk assessments are completed for the home, garden and any outings children go on; records of these comply with regulatory requirements. Other documentation which contributes to the safe management of the setting and promotes children's welfare is in place. This is stored securely and has regard for confidentiality.

The childminder has a positive attitude to childminding and is keen to develop her practice further and thus, improve outcomes for children. Her vision in respect of childminding is to 'to have a nice, happy, equal setting that embraces everyone and their diversity.' She has attended required training courses and has recently completed a food hygiene course. She childminder reflects informally on her provision and has identified some areas for improvement, such as continuing to develop use of observation and planning. She has also recently undertaken a formal self-evaluation of her provision.

The childminder embraces equality and diversity in a very positive way and is acutely aware of her role in helping children learn to value differences. This is evident in her attitude and the presentation of her home where children see lots of positive images that reflect the cultural diversity of the family. Children experience a meaningful range of activities and resources that promote a positive view of the wider world and increase their understanding of others.

The childminder works closely with parents to ensure continuity of children's care and a joint approach to supporting their learning. This is achieved through a daily informal exchange of information coupled with completion of a daily communication diary, to which parents are encouraged to contribute their views. Parents and childminder discuss children's learning and development. However, the childminder has not yet extended partnership working to include other providers, such as nurseries, who also deliver the EYFS to children she minds to ensure the integration of care, education and any extended support.

Parents are very complimentary about the childminder and express their delight in the care and support their children receive in written testimonials provided for the

inspection. They comment on the 'calm and happy environment', 'the very friendly and relaxed atmosphere where children have interesting activities and outings and time to relax' and 'the balance of fun and educational playtime with the principles of nice manners and good behaviour.'

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

Children are happy and relaxed with the childminder. They benefit from a broad range of activities and experiences that have regard for all areas of learning and good quality interaction from a childminder who is attentive and fully focused on each child and meeting their individual needs. Young children are becoming competent learners as they help themselves to toys that interest them and receive support to investigate these. For example, the childminder encourages them to build a tower of stacking cups and draws their attention to the shapes and textures of different toys. Young children's developing spoken language skills are well fostered because the childminder spends lots of time talking with and listening to them. She responds to their sounds, gestures and signs and acknowledges their efforts to communicate. Young children show an interest in books and happily sit with the childminder to look at colourful cloth books that are very tactile. She is good at involving everyone and encourages them to feel the different textured materials and to use their fingers to trace along embroidered lines that meander across the page. Thus, they use their senses and develop their hand/eye coordination. Children use different media and materials when taking part in art and creative activities. They can display their artwork at the childminder's home if they wish which adds to their sense of belonging although the childminder recognises that they often want to take this home to share with their families. Older children have opportunities to improve their phonic awareness as they talk about different letters of the alphabet and letter sounds. The childminder displays letter cards in an unusual and fun way so they can be easily seen and become a talking point. The childminder uses observations to monitor children's progress and identify the next steps in their learning. She has started to complete learning journeys for some children in her care using a scheme provided by the local authority. These have regard for all areas of learning and means that the childminder can track children's progress towards the early learning goals and easily form a view of where they are at in their learning and identify any gaps. Learning journeys are not yet in place for all children in the early years age range but the childminder is aware of the importance of developing these for everyone.

Children freely approach the childminder, demonstrating that secure, trusting relationships are in place. She, in turn, is mindful that some children are rather wary in the presence of unfamiliar adults, such as the inspector, and she provides lots of reassurance and is ready with a cuddle. This adds to young children's well-being and developing confidence. Simple house rules and the childminder's practice of helping even the youngest children understand about one another's belongings and the need to take turns helps establish expectations for behaviour and supports children in developing important skills for the future. Children receive lots of praise which fosters their self-esteem and confidence well.

Children learn how to keep themselves safe with the support of the childminder. She talks to them about different safety issues and plans relevant topics to further promote their understanding. She speaks to all children, regardless of age, about road safety and the whereabouts of cars. Young children are developing confidence in investigating their surroundings as they independently move from the lounge out into the hallway. The childminder remains alert and watchful of potential hazards; she intervenes as necessary, for example, when they climb onto the bottom steps of the staircase but allows them the freedom to move away from her and explore. Children follow their normal daily routine as discussed with their parents. They play in a home environment that is maintained to a good standard of cleanliness and where good daily hygiene routines help to prevent the spread of infection. They benefit from fresh air and exercise on a daily basis. They frequently go out and about within the local community, for example to toddler groups, soft play centres, parks, an animal farm and the library. Such outings afford children good opportunities to learn about the locality and to develop their social skills by mixing with other children. The childminder also makes sure that such outings also include an element of fun, such as going 'hill-rolling' or 'camp-building' at local beauty spots. The childminder has a flexible approach with regard to the provision of food. She stores food provided by parents appropriately to ensure it poses no health risk to children and makes sure that the food she supplies is healthy and varied. Specific items reflect the cultural make-up of her own household and means that children have the opportunity to be introduced to items that they may be unfamiliar with.

Children develop appropriate skills to support their future learning as a consequence of the good quality support they receive from an interested childminder and access to a broad range of relevant resources, activities and experiences.

## 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	3
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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