

## Inspection report for early years provision

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<b>Unique reference number</b>	EY396624
<b>Inspection date</b>	10/03/2010
<b>Inspector</b>	Joanna Scott
<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 husband and young child in New Haw, Addlestone, Surrey. Children mainly use the ground floor of the childminder's home, with daytime sleeping and toileting facilities provided upstairs. There is a fully enclosed garden for outside play. The childminder is registered to care for five children under eight years, two of whom may be in the early years age group. She has one child on roll who attends on a part time basis and is the early years age group. She is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder accepts children from birth to eight years. Local parks, shops and schools are within easy walking distance. The childminder attends toddler groups. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder organises her setting to be inclusive and welcoming. She liaises effectively with parents so that children's needs are met, and she provides a good mix of activities and resources for children. Records show that children make progress from their starting points. The childminder has informal systems for evaluating her service which have been successful in some areas, however she is in the process of implementing a more thorough approach to review, for use in driving development across all aspects of her business.

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

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

- continue with plans to implement a more detailed system of self-evaluation which incorporates all areas of the provision, for example, incorporating further planned and purposeful use of outdoor areas as part of the learning environment
- continue to develop the systems for tracking children's development, ensuring parents have regular opportunities to understand their child's progress across the early learning goals and share information about next steps, to aid working in partnership to promote learning together.

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

The childminder has made a strong and committed start to her childminding business. She has effective relationships with parents and shares information through verbal and written means. Parents say they value their children's learning experiences, and feel they make good progress in the childminder's care. Although there is no current need for partnerships with other provisions delivering the Early

Years Foundation Stage to the children in her care, the childminder understands the benefits for children when such partnerships are effective. The childminder demonstrates a good understanding of her responsibilities to safeguard children, and the procedures to follow should she have a child protection concern. This protects children. She has good systems for identifying potential risks in her home, for example she keeps the front door locked to keep the premises secure, and any identified areas for review are recorded on her risk assessment.

The childminder is in the process of implementing a formal process of self-evaluation to identify her main strengths and weaknesses, however she has already given consideration to review and development. For example, she has re-arranged her sitting room to make best use of space, and stores resources at low level to make them accessible to young children. However, currently her evaluation does not include all areas of her business; for example she has no systems in her planning for identifying how to further extend children's outdoor learning opportunities. She does, however, plan a good range of activities and play opportunities for the children in her care, and it is evident through discussion and observation that she recognises children's interests and abilities. Learning journey development records show that children make good progress, however, the daily diary is used to share progress with parents on a day-to-day basis, and this does not make clear links to the areas of learning, or identify what is next to extend children's learning further. The childminder helps children to learn about themselves, and each other. She encourages children to be considerate and aware of those around them. Children are learning about the wider world and their community, for example, they mix in larger social groups at their local Children's Centre. She promotes equality and diversity.

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

The children are happy and enjoy their time with the childminder and her family. There is plenty of choice amongst the resources, and children make a beeline for their favourite toys and busily involve themselves in their play. The childminder is observant, she joins children and gently encourages them to extend their skills, for example, by providing a more challenging shape sorter which progresses their co-ordination and manipulation. When she notices children bang two blocks together she suggests they get the percussion instruments out, and the children enjoy a music session and explore sound. Children make good progress with their learning through play.

Young children are beginning to learn about safety, for example they know to sit down when eating. The childminder has practised evacuation so that she is skilled at leaving the premises quickly and safely with very young children, and they are beginning to learn to follow her instructions. The childminder provides a good range of healthy meals for the children, which they enjoy, and they recognise their own cups which they access throughout the day. Young children recognise familiar routines and are developing good habits, for example, they select wipes to clean their hands and face independently.

Children behave well. The childminder communicates clearly with the children, and spends most of the time on the floor at their level. She is very attentive and encouraging, and the children respond really well to her interaction. Young children's vocalisation is promoted well, the childminder demonstrates that she responds to children and encourages other children to do so too. The children enjoy a good mix of child initiated and adult led activities both in and out of the home. They mix with others which promotes their social skills and they visit the park to feed the ducks, which provides opportunities for children to learn about the natural world around them.

## 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

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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