

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY401533
<b>Inspection date</b>	10/05/2010
<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 0300 123 1231, 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: 0300 123 1231  
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 2009. She lives with her partner and two children aged six and four years in Surbiton, Surrey. The whole of the house, except the front box room, is used for childminding and there is a garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom two may be in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently she is caring for three children in the early years age range, all of whom attend on a part-time basis. The childminder walks and drives to local schools or pre-schools to take and collect children. She attends the local parent and toddler groups and other child-friendly settings.

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

Overall the quality of the provision is good.

The children enjoy warm relationships with the childminder and her family. The childminder shares information with parents so that she is able to meet each child's needs, and she recognises their individual interests. Children make progress in their learning. The childminder has informal systems for self-evaluation which have been successful in identifying some areas of strength and areas for development, although they do not yet cover all aspects of her childminding service.

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

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

- further develop the use of self-evaluation systems, for example, by using the Ofsted self-evaluation form as a basis for an ongoing review of practice across all areas
- further develop systems to track children's progress in all areas over time, giving parents the opportunity to contribute
- ensure the risk assessment covers anything with which a child may come into contact, for example, in relation to security of the garden.

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

The childminder has made a very committed start to childminding. She has been proactive in attending additional training to develop her skills and knowledge in areas such as delivering the Early Years Foundation Stage learning and development requirements, and risk assessment. The childminder demonstrates a

good understanding of her responsibilities to protect children, for example she has clear procedures to follow in the event of a child protection concern, and regularly reviews safety of her home and outings. This protects children. However, risk assessment records of the garden lack detail in relation to security, specifically in relation to the density of hedgerow in one area. The childminder's very good supervision of children means children cannot attempt to leave unattended.

The childminder has implemented her own systems for evaluating her provision. These have been successful in driving development in some areas, for example, she now provides minded children with their own low level peg and area to store their belongings. This helps children feel welcomed, and keeps the house organised. However, this does not yet include all aspects of her service. There are effective systems for liaison between the childminder and parents. Daily discussions and the two way use of communication journals help both parties to keep on top of children's welfare and learning needs. The childminder has established links with others involved in delivering the Early Years Foundation Stage to minded children. This enables her to support children's learning through discussion and activities, for example, during book week at nursery.

The childminder provides a good mix of toys and activities which the children enjoy. Some are multicultural, and this helps children learn about the diverse world in which we live. The childminder has implemented a new system for planning and observing children. This enables her to consider each of the children's interests and abilities and provide a good mix of activities to help them progress. The early stages of this are proving successful, however, they have not yet evolved to include a system for tracking development across each of the areas of learning to ensure any gaps are readily identified.

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

Children are happy and enjoy their time in the childminder's care. The childminder is alert to the needs of young children, for example, she implements a routine which accommodates opportunities for babies to rest in comfort in their travel cot. When they wake, babies are alert and inquisitive. Children enjoy the range of resources accessible. The childminder interacts with them, sitting on the floor and getting down to their level. This extends their enjoyment. She takes account of their interests, extending their play. For example, when she sees a young child being interested in buttons and knobs she provides additional cause and effect toys which promote physical skills and knowledge of how things work. She plans activities that she thinks children will be interested in, for example, providing cornflour gloop for them experiment with.

Children start to learn about being healthy from a young age because the childminder provides healthy meals and snacks, and she encourages children to be active by walking daily. This also gives children lots of opportunity to talk about safety as they walk along the pavement and cross roads. The childminder responds to children's early vocalisation, she sings to the children and they respond to pictures in a book as she reads to them. The childminder uses some Makaton signs

which she feels support children as they learn to communicate through speech. The childminder's clear communication and encouragement help young children to understand how to cooperate and share. Children enjoy a good mix of activities in and out of the home, which promote their learning through play.

## 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: Met

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