

## Inspection report for early years provision

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<b>Unique reference number</b>	EY245598
<b>Inspection date</b>	28/04/2010
<b>Inspector</b>	Christine Clint

<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.

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 registered in 2002. She lives with her husband, who is also a registered childminder. There are two children in the family, one of whom is school age. The house is situated in a residential area of Godalming in Surrey. Children play on the ground floor only and use the bathroom and sleep facilities on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of five children and when working with her husband, a maximum of eight children may attend. There are currently 12 children cared for jointly by both childminders during the week, nine children are in the early years age group.

The childminder walks to local schools to take and collect children. She attends the local parent/toddler group. The childminder has a level three qualification in Childminding Practice and is accredited to provide nursery education. She is a member of the National Childminding Association and the Surrey Childminding Network; she also runs a childminding group for local childminders.

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

Overall the quality of the provision is outstanding.

The childminder provides a fully child-centred environment within her home and has organised and dedicated all areas to meet the daily needs of children. She shows a high level of knowledge and understanding of childcare and children's individual development; she is proactive in continuing to increase her knowledge through ongoing training and by attending short courses. The childminder has a committed and professional attitude. She has developed very effective systems to meet all areas of the Early Years Foundation Stage and shows a thorough interest and enthusiasm for continual improvement.

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

To further improve the high quality early years provision the registered person should consider:

- continue to develop the links with other providers to assess and plan for children's learning and progress.

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

All areas of regulations for safeguarding children are very thoroughly followed. The childminder always works with her co-childminder husband and children's supervision is constantly and effectively shared. Children have freedom of

movement on the ground floor and older children confidently manage the stairs to use the bathroom. They make decisions about their play and freely choose indoor or outdoor activities; all areas are exceptionally secure. Younger children can sleep upstairs in travel cots and this ensures they are always safe; the childminder has baby monitors to enable her to hear and check when children are awake. Detailed records are in place for risk assessment and these show that the childminder has considered all hazards. All rooms in the house and the garden are included; there are separate records for outings, transport and venues. The childminder shows an attentive nature and listens to children's movements throughout the day, she is alert to their individual needs. The childminder has a thorough understanding and awareness of child protection, she has recently updated her knowledge through training and knows her duty to refer any concerns; she also ensures that parents are clearly informed of these regulations. Signed permission from parents is in place for many extra areas of care. Parents have full information available to cover all childcare needs in the extensive portfolio. This includes the complaints procedure and the childminder knows her responsibility to keep a record of any complaints received. There are very regular routines to maintain hygiene and promote children's health. Children have a small independent hand-washing unit at their level, to enable them to practise and learn to manage their hygiene independently on the ground floor. Records for accidents and medication are clearly noted and parents sign each entry. Fire precautions are in place and a fire drill is planned and practised. Parents are informed about the procedure and the childminder explains that she practises with small children without using the word fire. She calls this, 'everybody out' and all the children sing a special song as they take part. This prevents smaller children becoming frightened or anxious.

The childminder has included a very focussed self evaluation. This shows how the childcare is continuing to evolve and how future plans involve children being encouraged to participate in many areas of decision making. For example, listening to children and valuing their views on safety, also encouraging children to take control of their learning through the shared use of floor books. The childminder has very effectively developed her own systems for assessing children's learning and development. She uses photographs and text and compiles individual records on her computer. These are linked with the areas of learning and fully describe the activity and the progress of individual children; there is ample evidence to support children's development and their next planned steps in learning are indicated. There are very suitable resources available to meet children's needs and children can easily access a good selection. They often ask for items and the childminder confirms if this is at their level then they can freely play. Children have access to the full size piano at any time. They handle, feel and talk about the selection of wooden items and seed pods that the childminder introduces. They paint in the garden and use the larger apparatus for strengthening their physical development. Children's developing awareness of equality and diversity is fully promoted through books in different languages and that reflect different life styles. Both jointly working childminders have learned and introduced words in other languages to enable children to understand. They provide a variety of dressing-up clothes depicting traditional costumes and encourage children to make and use musical instruments from other cultures.

The childminder plans and organises a weekly group meeting in the locality, which

has strong links across the childminding network. This provides children with plenty of opportunity for socialising across the age range, for learning about the needs of younger children and for meeting others in the wider community. There are very regular collection routines in place and the childminder has built sound relationships with other carers to enable information to be shared; especially between childminders and when children move across settings. The links with schools and nurseries are beginning to be extended and the childminder is progressing with some other carers.

Parents are very well informed. The childminder has a portfolio of information about herself and her family, which contains clear policies and procedures to cover all areas of childcare. All documentation is in place to meet the regulations and the childminder has included many extra areas of written permission from parents. There is also a notice board in the entrance hall to provide parents with registration information and contact details of Ofsted. The childminder always visits children in their own homes before they attend, she understands the substantial impact this has on children's ability to feel secure and settle with her. The childminder provides regular newsletters on-line and shares information with parents by email. There are annual meetings to enable parents to share and update information and the childminder also includes questionnaires for all parents; these have been systematically compiled and show how regular opportunities are provided for parents to give their views on the full provision for children. All parents include comments to show how happy they are with the care and learning their children receive, they praise the commitment and dedication of the jointly registered childminders.

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

Children have their breakfast with the childminders, they all sit together at the large dining table in the kitchen and both childminders interact continually with children and show a comprehensive knowledge of their individual needs and abilities. Children are very happy and settled in the family home. They are encouraged to follow their own routines from the moment they arrive; this is often based on information shared with parents regarding children's sleep or meal routines.

Children have their own dedicated cloakroom area for belongings, with named pegs and wooden shelves for shoes and items. Children are encouraged to give their views and opinions and the childminder listens and incorporates these when making changes. For example, when furniture in the sitting room was due to be changed, children talked about wanting to snuggle-up and be comfortable with soft toys, others wanted to include shiny items and the childminder included all these requests.

Older children very regularly wash their hands and fully understand and talk about germs; they are learning to manage their own personal hygiene. Babies and younger children have their hands and faces wiped and the childminder provides individual towels and paper towels to promote hygiene. Children also understand about washing their hands when they come in after playing outside. Nappy

changing takes place on the first floor and the childminder has a changing unit; all necessary routines are followed to fully promote hygiene for babies. Children have their own different coloured plates and cups. They learn to name the colours and identify these with each child. They are learning to count through routines at mealtimes and understand quantities. There are plenty of drinks provided and the childminder cooks food daily using fresh ingredients, she has organic vegetables delivered regularly. Children are often encouraged to help with cooking; the kitchen is large and provides ample space for children to take part in different activities at the table, whilst food is being prepared. Both childminders spend all their time with the children and there is a high level of continual supervision.

Children learn to play safely with each other and to understand the needs of smaller children. They are encouraged to understand the safety of babies and have continual involvement with the childminder's own baby, helping with washing and caring. They learn about the suitability of toys and tidy these to prevent others tripping. They learn to follow the childminder's house rules and they politely ask when they want certain resources. Older children have opportunities to take small risks, especially during physical play in the garden and on walks in the woods. The childminder fully understands the need to gauge children's level of development and enable them to have freedom to recognise hazards and to make decisions.

Children help to complete the weather and date display which is hanging at their level. They decide the day of the week and the childminder helps them work out the numbers needed for the date. Children show they can recognise and recite numbers in sequence. They talk about the weather and check the sky, they know how to describe the sun, the clouds and the wind. They are encouraged to learn letter sounds and repeat the beginning letter of the days of the week.

Children's learning is based on the childminder's individual observations of their play. She continually encourages children to extend their thinking and explore their understanding. She often uses fine art pictures or plays classical music, to further explore children's understanding. Children use the large format floor books, often following a suggested initial idea which is shared and all children are encouraged to participate. For example, one of the children found a palm cross after school and the childminder attached the cross to a page of the book. All the children participated and used a variety of methods to depict their own ideas of who may have lost the cross and what the cross was for. Children have written their own stories, some have included emergent writing whilst talking to the childminder and others have drawn pictures.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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