

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY337749
<b>Inspection date</b>	16/06/2010
<b>Inspector</b>	Nicola Hill
<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 2010

## 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 has been registered since 2006. She lives with her husband and their two children, one of secondary school age and one of pre-school age, in a detached house in Blackwater, near Camberley, Surrey. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet and sleeping facilities available on the first floor. There is a fully enclosed garden available for outside play. The family has a pet rabbit.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of five children under eight years; of these, two may be in the early years age group at any one time. She currently has five children on roll aged between seven months and six years, of whom three are in the early years age group.

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

Overall the quality of the provision is good.

Children are confident, happy and well cared for in the childminder's home. The childminder provides a very safe environment where the children freely choose toys and resources, and access the garden independently. Children make good progress, as the childminder has a good understanding of their individual needs, likes and dislikes, and spends time supporting the children's play and learning effectively. The childminder has good relationships with the parents, which significantly contributes to the care and well-being of the children. Through monitoring her practice, the childminder has a clear picture of her strengths and areas for improvement. She demonstrates a very good commitment to her childminding and is motivated about making and sustaining improvement.

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

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

- further promote children's literacy skills by encouraging children to link letters to sounds and developing more systems to show that print carries meaning
- further develop the current planning and assessment records to make it clear how children are progressing towards the early learning goals, and ensure that parents' views about their child's development is secured to fully enable the early identification of children's learning needs
- ensure the policies and procedures made available to parents are regularly reviewed and accurately reflect the provision.

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

The childminder demonstrates a high level of commitment in promoting children's safety and well-being extremely well. For example, all adult members of the household are vetted, and the childminder has a clear and confident understanding of child protection procedures. She ensures her knowledge is kept up-to-date and is booked to attend advanced training on safeguarding. The childminder uses clear, practical procedures, such as daily safety checks and comprehensive risk assessments, for monitoring the premises and any outings the children go on. Very good security precautions also contribute to child safety, as the front door remains locked at all times and visitors are requested to sign in. All regulatory documentation is up-to-date, well-maintained and effectively underpins practice.

The childminder continuously evaluates her daily practice and demonstrates a genuine enjoyment of her work. Since the last inspection, the childminder has gained the level 3 Diploma in Home-Based Childcare and has recently completed her Foundation Degree in Early Years. She has also attended other short training courses, which shows she is strongly committed to her own professional development and to the continuous improvement of her service. The childminder regularly asks parents for their views on the service she provides. She has completed the Ofsted self-evaluation form to enable her to clearly identify her strengths and to plan for improvement, such as adding to the outdoor equipment and putting together a display about each child's family. She visits other childcare practitioners to exchange ideas and good practice, and reacts positively to feedback. The improvements already made to the provision, such as the development of the reading area to offer a broader variety of books, have had a positive impact on the outcomes for children.

The childminder's home is well organised with easy access to a wide range of suitable age-appropriate toys and resources that children freely select to initiate their own play and learning. The childminder takes great care to create a stimulating, child-centred setting with colourful posters on the walls, displays of children's work and a named coat peg for each child, which adds to their sense of belonging. Children regularly spend time outside in the fresh air as the free-flow system allows them to gain access to the garden whenever they wish. This promotes independent choice. The childminder has a calm, friendly manner and provides an enabling and inclusive environment. Children learn to respect and understand different members of society through discussion with the childminder, and using resources that promote positive images as part of their everyday play. They enjoy frequent visits within the surrounding community, which help to promote a positive view of the wider world.

The childminder is aware of the need to work in partnership with other providers and professionals delivering the Early Years Foundation Stage to children who may also attend her setting. She has developed good relationships with parents and gives out regular questionnaires to seek their views about her service. The childminder has a comprehensive set of written policies and procedures that are shared with parents and which support the welfare of the children. However, it is

unclear how often these are reviewed and not all policies accurately reflect what the provision offers. Parents are kept fully informed of their children's development and progress through regular discussions. They access to their children's 'learning journeys', which are well presented and give clear information about the six areas of learning and development. A daily diary is completed which enables parents to be informed of their child's day and activities. This effective regular exchange of information ensures that children's ever changing needs are consistently supported.

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

The childminder is an extremely dedicated and committed practitioner who gives top priority to meeting children's individual needs. She interacts effectively with them to positively extend learning. She provides a wide range of activities, which help children to make steady progress towards the early learning goals. The childminder asks new parents to complete a questionnaire about their child's likes, dislikes and abilities in order to establish their learning needs. However, she tends to send these forms out after children have started to attend and does not chase parents to ensure the questionnaires are sent back. This prevents the childminder from firmly and quickly identifying the children's starting points. The childminder effectively records her observations of children's play, linked to the different areas of learning, and uses these to highlight the children's next steps for learning. Photographs of the children and samples of their artwork are also included in the individual 'learning journeys' as evidence. The 'learning journeys' are useful records of each child's time with the childminder. However, the childminder's current system for recording children's achievements does not make it fully clear how children are progressing towards the early learning goals.

Children are relaxed, happy and confidently make themselves at home in a well-organised environment. They happily initiate their own play and involve the childminder as needed. Creative use of all available play space, including the garden, provides children with a stimulating and challenging environment. The children are busy, motivated and absorbed in their play as they dig in the garden to look for worms, and play in the sand and water trays. They eagerly initiate conversations with the childminder and visitors to the setting. They are keen to help the childminder feed the rabbit, demonstrating their care and respect for living things. They thoroughly enjoy listening to stories as the childminder uses props to make the story come alive. The childminder is starting to help children develop other skills in communication, language and literacy by encouraging them to spell out the letters in their name, although she does not do this phonetically in order to help children learn and blend letter sounds to make a word. In addition, children are not fully encouraged to develop an understanding that print carries meaning. Children easily recognise different colours when painting and are starting to use mathematical language in their play, noting that the childminder has the 'biggest hands'. They regularly attend local toddler and childminding groups, which gives them opportunities to mix and socialise with children of a similar age. In addition, children go on outings to local parks, play centres, the Lookout Discovery Centre and the beach at Mudeford, which broadens their experiences of the wider

world.

Children's safety is top priority for the childminder. Effective and extensive safety measures are in place in all areas of the home. This is extended when on outings, as children wear high visibility vests and contact bands when out with the childminder. The childminder teaches children about safe people such as the police and the fire brigade. She organises road safety sessions, such as a 'beep beep' day at her local toddler group to encourage children to be aware of their own safety. She ensures fire drills are practised and recorded on a regular basis. The childminder implements highly effective practices and procedures so that all children enjoy a healthy lifestyle. Children gain an excellent awareness and understanding of hygiene through discussion with the childminder and through consistent daily routines, such as hand washing before mealtimes. Children eat food that is highly nutritious and freshly prepared. They visit the dentist altogether once a year. They are developing a very good understanding of healthy eating, by helping to grow fruits and vegetables in the garden, such as tomatoes and courgettes. They take part in cooking activities, such as making homemade soups. Children form warm and trusting relationships with the childminder. They receive lots of praise, cuddles and warm smiles. The nurturing environment and the sensitive, caring nature of the childminder helps children feel totally secure. The children behave very well and are considerate and thoughtful in their play. For example, an older child helps a younger child to put on a sandal. The childminder provides children with the necessary resources, activities and opportunities they need to help them gain important skills for the future.

## 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	1
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	1
The extent to which children adopt healthy lifestyles	1
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
--	-----