

## Inspection report for early years provision

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<b>Unique reference number</b>	EY229840
<b>Inspection date</b>	15/07/2010
<b>Inspector</b>	Susan Victoria May
<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 was registered in 2002. She lives with her husband and two children aged 10 and four years in Egham, Surrey. The ground floor of the house is mainly used for childminding and there is a fully enclosed 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 no more than two may be in the early years age group. She is currently minding three children in this age group, all of whom attend on a part time basis. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The childminder drives to local schools to take and collect children. The family have no pets.

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

Overall the quality of the provision is satisfactory.

Warm and caring relationships ensure children feel settled and secure in the childminder's care with each child valued as an individual. Children benefit from a good range of play experiences to support their development. However, assessment and planning for children's next steps is in the early stages. Children are safeguarded well as the childminder's knowledge of child protection issues and assessment of potential safety hazards is thorough and comprehensive. Positive relationships with parents and other carers involved in the children's care are being forged. Self-evaluation is developing adequately and the childminder take some positive steps towards improvement.

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

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

- develop further the systems for observation and assessment in order to help plan children's next steps and move their learning forward
- develop further the systems for reviewing and evaluating practice to identify strengths and priorities for improvement that will enhance the quality of provision for children

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

The childminder has developed her knowledge of safeguarding children's welfare and has a very clear idea of potential signs and symptoms of abuse and neglect. She has good written procedures to follow and knows where to seek advice in the event of concerns arising. Parents are clearly informed of the childminder's priority in protecting children. All adults in the household have been appropriately vetted

and the childminder supervises children at all times to ensure they remain safe. There are policies and procedures in place that outline all aspects of the childminder's provision and parents have access to these to ensure they have clear expectations of her practice. To further protect children the childminder has comprehensive risk assessments in place that assess the potential hazards to children and outlines actions taken to reduce these. These are regularly reviewed to take into account changes in the childminder's home, garden, outings undertaken and children attending.

The childminder is satisfactorily developing her practice, for example, as she shares her thoughts and ideas for activities with fellow childminders and receives information about training from the local authority, recognising that improving her knowledge would benefit the children in her care. As a result, the childminder sufficiently maintains stable continuous improvement. Self-evaluation systems are in the early stages, with some strengths and identified areas for improvement noted, however, these have not yet been fully addressed to enhance the quality of the provision.

The childminder engages appropriately with parents. She obtains all relevant information from them about their child at the beginning of an arrangement to ensure she is aware of their individual needs, and how to meet them. Parents benefit from verbal feedback about the children's days and the childminder offers written diaries to ensure continuity and consistency in their care. Parental feedback is positive as they comment on the nurturing, fun, learning environment the childminder provides. The childminder has begun to communicate with other carers to share relevant information about the children to provide continuity and coherence in their learning.

Children have free access and independently explore and select from the good range of resources available. Play materials are stored in low-level cupboards and on the floor in the lounge. Some children's furniture, for example, a table and chairs, allows children to sit comfortably while they complete activities and have snacks and meals. The childminder demonstrates a clear understanding of ensuring all children have equal access to a full range of resources, irrespective of their gender. Children feel included as the childminder encourages activities for all children to participate in, for example, dancing to music and playing musical instruments. Children have access to appropriate resources to raise their awareness of other cultures and social diversity.

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

Children enjoy their time in the child friendly environment the childminder provides. The childminder has a sound understanding of the six areas of learning and is confident in enabling children to initiate their own play while being on hand to offer support. Basic observations linked to the early learning goals provide some information regarding children's progress, however, while the childminder offers appropriate activities that promote children's progress, observations and assessments do not clearly identify next steps, therefore, planning for children's

learning and progress is not fully secure.

Regular opportunities for physical exercise contribute towards children adopting healthy lifestyles. They play with a range of equipment in the garden, on the swings in the adjacent park, or go for longer walks around Savill Gardens and Alice Holt woodlands where they can explore the natural environment. The childminder provides healthy snacks that take account of any specific dietary needs. Drinks are always accessible to the children. Children begin to learn about where their food comes from as they see the vegetables in the garden grow and taste the fruit and vegetables as they come into season. The childminder has in place appropriate nappy change procedures and ensures that older children wash their hands after using the toilet, younger children use cleansing wipes that are disposed of promptly to ensure the risk of cross infection is minimised. This promotes children's health and well-being.

Children enjoy their play, they particularly like interacting with the wide variety of programmable toys and happily sit and press buttons to create different sounds. A range of age-appropriate books is readily accessible for the children to self select and regular visits to the library help foster children's enthusiasm for stories and books. Children have access to pencils, crayons and paper with which to mark make, and the childminder promotes their thinking through discussion and questions. The childminder helps develop language skills for children whose language is in the initial stages or for whom it is not their first language, by using signs and objects to help them begin to identify words. Outings to toddler groups enable children to extend their social skills outside of the home. Children develop an understanding of the community and meet a wider range of adults and children at these times. Children develop their understanding of the world they live in through access to small world play resources and role play materials, for example, playing with the toy fire engines, listening to the sirens and putting on fireman's hats. The childminder promotes problem-solving and numeracy as she sits with the children, encouraging them to count the number of circles on a game, identify colours and build towers using different shapes. There are regular opportunities to develop creativity as children have access to art and craft materials, play-dough and hear music to which they spontaneously dance along.

Children behave well, they have clearly developed close and caring relationships with the childminder. They show respect for each other and the environment, for example, tidying away toys with no prompting. Younger children play alongside each other companionably and are confident to make requests of the childminder. Children are beginning to develop an awareness of diversity and of the needs of others as the childminder talks to the children age appropriately about their families, other cultures and disabilities. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
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	3

### 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>	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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