

## Inspection report for early years provision

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<b>Unique reference number</b>	EY407036
<b>Inspection date</b>	24/06/2010
<b>Inspector</b>	Linda Close
<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 February 2010. She lives with her partner and their family in a terraced house located in a residential road in the village of Fetcham near Leatherhead. The local authority is Surrey. There are two children in the family. One child is below statutory school age and the other attends primary school full time. The family has a dog. Children are predominantly cared for in rooms on the ground floor of the house which includes a living room and a dining/kitchen. Children may only go upstairs to use the toilet facilities or to sleep in a travel cot in the master bedroom. Children have access to an enclosed garden area at the rear of the house for outdoor play. The childminder drops off and collects children in the area near Fetcham Village Infants School. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of three children under eight years, two of whom may be in the early years age group. The childminder currently has three children on roll who attend part-time and all are in the early years age group.

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

Overall the quality of the provision is good.

The childminder warmly welcomes children into her home. The children are safe and secure and they enjoy learning about the local area and the world around them. The childminder has established a good relationship with parents and carers and this helps her to meet the individual needs of the children. Children are making good progress given their age and starting points. The childminder evaluates her service to children effectively in most respects. She is eager to develop and enrich her work with children and she makes sure that any identified areas of weakness are promptly improved.

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

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

- develop further the system of assessing children's progress to show their identified next steps for learning
- keep a record of the risk assessments that are made for each type of outing.

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

The childminder is well informed about child protection issues and she has systems in place to guide her in taking appropriate steps if she is concerned about the welfare of the children in her care. She is confident in her knowledge and understanding of how to keep children safe. She checks her home for potential risks and makes sure that sharp or dangerous objects are not accessible to children. She is very well organised and makes sure that her insurances are up-to-

date, her certificate of registration is displayed and her attendance records are correctly kept. The childminder assesses and avoids potential hazards when she takes children on outings although this is not recorded.

The childminder has found the process of self-evaluation to be very beneficial in helping her to review and gauge the effectiveness of her work with children at this early stage. As part of her review she has obtained feedback from parents and they report that they are delighted with the standard of care she provides for their children. They are particularly complimentary about her organisational skills and the way in which she works closely with them to promote children's good health. The childminder has identified a worthwhile training course connected with nutrition and food hygiene and she has secured a place in the near future. She has formulated a plan to work towards a relevant National Vocational Qualification (NVQ) when she has become more established as a childminder and will be eligible for local authority funding. The childminder has made exciting plans for the future which include the provision of more space for indoor activities.

The childminder's home is welcoming and child friendly. Children can choose freely from a wide range of good quality toys and resources which are supplemented with toys borrowed from the local toy library. The childminder ensures that the selection of toys she provides is appealing to both boys and girls and that they are suitable for older and younger children. Children learn to respect diverse people through story books and discussions and from going out into the local community to meet and play with other children and adults.

The childminder acts as an effective bridge between school and home for the children that she collects from other settings. She relays information to parents and she confers with staff so that she can plan activities and discussions that complement what they do at nursery and at school. The childminder has not had to consult advisors from outside agencies so far. However, she takes careful heed of information from parents and doctors about health issues and she ensures that the food and drink she provides meets specific individual needs.

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

Children enjoy the routine that the childminder has established for them. They look forward to their meals which are prepared in advance so that they can eat as soon as they arrive. The childminder helps children to learn about the importance of healthy eating through discussions about eating five fruits a day and through providing them with a healthy range of foods from which they can choose. She encourages children to take lots of fluids throughout the day. Children happily sing their special song when they wash their hands before eating and they ask for 'magic soap' (anti-bacterial hand gel) after stroking the dog.

Behaviour management is a very strong aspect of the childminder's work with children. She is polite and calm and she shows in her firm tone of voice that she expects good manners and good behaviour. Children respond very well and they enjoy being rewarded with warm praise and stars on their chart. They show that

they feel safe in their smiles and in the happy way that they play together. They confidently come to the childminder for support and comfort if they fall over or disagree with one another.

Children are fully engaged by well told stories and they develop what the childminder calls their 'listening ears'. They particularly like 'Scary Sid' and join in with relish to roar out loud at the appropriate times in the story. The childminder is helping children to learn about letters, sounds and matching pictures and the children take part in these activities each at their own level. Children are gaining valuable communication skills for the future. Their vocabulary is growing and the childminder takes care to speak clearly and use correct terms for everything. She finds ways to help children learn about numbers and counting as they play and at meal times. They see what happens when two pieces of food on a plate become one piece when one has been eaten. The childminder provides children with a worthwhile selection of technological resources so that they can learn about cause and effect when buttons are pressed. They have a digital camera and other battery operated toys to support their learning.

The childminder ensures that the children have a good balance of indoor activities, outdoor play in her garden and outings. They visit 'pick your own' farms, the local playgroup and the park for energetic play and to broaden their knowledge and understanding of the world around them. Parents find out about their child's day through a combination of verbal feedback at collection time and via a communication book which includes notes and photographs of special moments. The childminder is compiling a 'learning journey' document for children in the early years age group who do not attend primary school and have been with her for a few weeks. She plans to begin assessment and progress records for new joiners as soon as they are settled. Her observations are pertinent and worthwhile although there is no clear note as yet of what each child needs to learn next.

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