

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY333014       |
| <b>Inspection date</b>         | 13/09/2010     |
| <b>Inspector</b>               | Anne Faithfull |
| <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 registered in 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 13, nine and four years in Woking, Surrey. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to and collect them from local schools. The family have two dogs, two rabbits and some fish. The childminder uses the whole of the ground floor of the house for childminding. A fully enclosed rear garden is available for outside play. Her registration permits her to care for five children under eight years and of these, three may be in the early years age range at any one time, and she is currently minding three children who are within the Early Years Foundation Stage on a part-time basis.

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

Overall the quality of the provision is good.

The childminder provides a warm, safe and caring environment where all children are valued, included and respected. Children make good progress in their individual learning and development, as they are well supported by the childminder who provides an exceptional range of stimulating activities and resources. Excellent relationships have been established with parents to ensure continuity of care and to promote consistency in children's lives. The childminder effectively monitors and evaluates her provision and this demonstrates her commitment to ongoing improvement and development.

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

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

- ensure all risk assessments include the name of the person who completed them
- ensure all accident forms are signed by parents

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

The childminder has a secure knowledge and understanding of safeguarding procedures to protect children from harm and abuse. As a result, she is aware of what to do and who to contact in the event that she has concerns about a child in her care. Children are safeguarded well as the childminder ensures all adults who are in close proximity to the children have completed appropriate checks. The childminder thoroughly enjoys her time with the children and is enthusiastic about the role she plays in their lives and the resources and activities she provides. She

knows individual children well and creates an open, accessible and inclusive learning environment for all children, enabling them to reach their full potential. The childminder recognises that each child is different and ensures children are beginning to understand diversity and that everyone is different. The childminder organises the space available in her home exceptionally well to meet the individual needs of the children. For example, using the conservatory as a playroom where children can access an exceptional range of toys and resources independently.

A comprehensive range of risk assessments are in place for the premises and outings to ensure children are safe. These include the date of the assessment, but do not clearly indicate who completed them. The childminder has a range of safety measures in place, such as completing a daily safety check and children regularly practice the emergency evacuation procedure with her to ensure they are beginning to learn the steps to take in an emergency. The childminder records all accidents and incidents effectively, however not all accident forms have been signed by parents. All required written parental consents are in place to ensure the safety and welfare of the children.

Partnership with parents is exceptional. The childminder values their contribution as partners in their children's care and learning. The childminder has formed close relationships with parents and supports them in a variety of ways, for example, being extremely flexible to fit in with their ever changing work patterns and family circumstances. Excellent systems are in place to share information and concerns both verbally and by text messages throughout the day. Parents make many positive comments in their reference letters including, how happy their children are and the support she provides for them as a family. The childminder has developed positive links with other settings the children attend, to ensure continual progression and continuity of learning and care for children. The childminder reflects on her practice and has completed the Ofsted self-evaluation form. She has attended a range of training courses including, food hygiene, safeguarding and has gained a relevant child care qualification since her last inspection. This demonstrates her commitment to improving and developing her childminding service and knowledge.

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

The childminder's calm and caring manner helps children to feel settled, confident, included and secure. The childminder provides an excellent child-orientated environment where they can make independent choices about their play and the resources they use. The childminder knows each child well and interacts positively with them, offering suggestions and support when required. For example, helping a young child build a train track and talking to them about the play people they are using. The childminder has developed a good understanding of the Early Years Foundation Stage and considers and includes the children's interests when planning activities. The childminder uses monthly themes to reflect what is happening at the time, for instance; the current theme is starting school as some children in her care are starting school. The childminder makes observations of the

children while they play and effectively links these to the areas of learning. The next steps are identified and parents can access their child's learning journey at any time.

The childminder uses children's play to extend their early understanding of number, for example, counting the bricks with them as they build a tower together. Children's early communication skills are developing well as the childminder uses everyday routines. For instance, encouraging a child to name the item of fruit they would like for snack time. An extensive range of craft activities and experiences enable children to enjoy experimenting with different materials, such as play dough and corn flour. Children have many different opportunities to begin to be aware of animals and nature. They plant their own sunflower seeds and a favourite activity is to go on bug hunts in the garden or when out in the park. Children are beginning to be aware of re-cycling issues, for example, using the water from the water tray to water their plants and flowers in the garden. Children also ask the childminder not to remove the two spiders they have seen in the lounge, who they have named them Mr and Mrs Skinny legs and they readily look for them each day. Children go out in the local community at least once a day for walks, visits to other places or to attend toddler groups. This helps children to begin to be aware of the local community and helps to promote a healthy lifestyle.

Children use their imagination well as the childminder provides a range of dressing up costumes which the children thoroughly enjoy. Younger children enjoy putting on the snow white shoes. Children are encouraged to begin to be aware of diversity and different cultures in a variety of ways. They readily enjoyed looking at the patterns they painted on their hands with Henna and celebrate festivals and family events. Children are well behaved and are beginning to be aware of the house rules in place. They readily respond to any requests from the childminder, such as to put their beaker on the table and spontaneously help her tidy away the toys and resources they have been using. The childminder continually offers praise and encouragement and this helps their self-esteem and the children have developed trusting and secure relationships with her and each other. Children are aware of each other's safety as the childminder gently reminds them of safety issues both in the home and when on outings. Children are well nourished. They eat healthy snacks and meals and the childminder works with parents to ensure all diet needs and requirements are met. Children's physical skills are promoted well as they play in the garden or local parks on a range of outdoor equipment. Visits to a local soft play centre enables children to socialise with others while further developing their individual physical skills.

## 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

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|--|---|
| <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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 1 |
| 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                                | 1 |

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

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 2 |
| 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 |

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## **Annex B: the Childcare Register**

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| 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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