

## Inspection report for early years provision

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<b>Unique reference number</b>	139827
<b>Inspection date</b>	01/09/2010
<b>Inspector</b>	Gillian Cubitt
<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 1998. She works with her mother, who is also a registered childminder, from her mother's home in Wallington, Surrey. The house is close to Wallington shopping centre and main line stations. There are parking facilities outside the childminder's home.

Children have the use of all downstairs rooms and a bedroom for sleeping. There is a conservatory which is converted to a children's playroom which leads to the rear garden.

The childminder is registered on the Early Years and compulsory part of the Childcare Register. She is registered to care for a maximum of four children overall, two of whom may be in the early years register. When working in partnership with her mother the number of children permitted is eight at any one time. At present there are two children on roll, one in the Early Years Register and one child on the compulsory part of the Childcare Register

The family have a cat.

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

Overall the quality of the provision is good.

The childminder works effectively with her mother to provide a good service. Her knowledge of the children she is caring for means she is able to provide an inclusive service which meets their individual needs well. She develops good partnerships, working with others as well as offering a supportive service for parents. Children are safe because the childminder has implemented effective measures and ensures close supervision is afforded at all times. Alongside this, the childminder implements an appropriate range of activities and opportunities that support children's learning. The childminder reflects on her practice which contributes to her service, ensuring she makes steady and continuous improvement.

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

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

- improve the present methods of recording children's progress under the early learning goals so that each childminder in the partnership is accountable for assessing the needs for the children she is responsible for
- extend the present risk assessment to include anything which a child may come into contact with such as the pond area in the garden

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

Children are safeguarded because the childminder ensures that persons who come into contact with the children are suitable. She also follows a risk assessment of all areas where children play both inside the home and for when going on outings. The childminder is aware of safety hazards in the garden, although as children have not been using this area because of the pond, no formal risk assessment has been completed. Inside toys are checked regularly to ensure the high quality is maintained. The childminder has an extremely good working partnership with her mother. They work together in harmony to provide extra safety and support children's wellbeing. For example, one childminder plays with the children whilst another makes observations to complete the diary. However, as individually registered childminders, these tasks should be completed by the childminder who is directly responsible for the children. The childminder demonstrates a desire to improve her childcare service by attending required courses such as first aid and training for the Early Years Foundation Stage. She discusses her reflections for continuous improvement which her mother clearly identifies in a comprehensive self-evaluation which both childminders follow. As a result, the safety recommendation from the last inspection is now in place and the childminder has attended essential courses such as first aid and training for the Early Years Foundation Stage to aid her in her daily practice.

The childminder demonstrates experience of understanding children's needs and plans her day well to meet these. Children make good progress because the home environment is well organised. The childminder makes it inclusive and welcoming which meets the diverse needs of the children who attend. The childminder shows enthusiasm in her support of children's learning and progress although she lacks her own written evidence of her observations. The childminder contributes towards the written policies and procedures and plans to update these to reflect her practice. All welfare documentation to support children's wellbeing is in place and maintained.

The childminder has a friendly supportive relationship with parents. She keeps them informed daily of children's activities and progress. Parents are also able to see photographs and written documentation of what children do. The childminder keeps in touch with the local authority which supports her service, she also maintains links with others who care for the children so that continuity of care and education is maintained.

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

Children are happy and content with the childminder. She knows the children very well and understands their needs through observing them whilst they play. Children benefit because the childminder plans a good range of activities that meet the children's needs. Children's progress is assured because the childminder

spends much of her time at their level, interacting and providing gentle encouragement. During story times children learn about different cultures and differences in others. They smile and express contentment when snuggling close to the childminder whilst they look at the pictures, repeating remembered words and learning new ones. Toys and resources are of a very good quality and are appropriate for the developing and learning needs of the children present. Children enjoy the full range of resources that keep their interest alive and active. They learn to share and play with others which supports their personal and social skills. They are also well mannered and polite as the childminder is a good role model. Children have access to good quality toys such as coloured interlocking bricks for them to build which helps their early coordination and counting skills. They enjoy playing with Thomas Tank Engine trains as well as opportunities to take part in simple cooking activities such making rock buns. They learn how about different cultures through exploring the annual events such as Chinese New Year when they enjoy creating cut out dragons. Children develop their future skills by having many opportunities to express themselves in other ways with play resources such as play dough, water and the use of crayons and paints to create pictures. Children develop confidence and independence in their physical skills during play excursions to local parks.

Children play in a safe, clean and well organised home, where effective measures are in place to promote their health. Children have opportunities for sufficient refreshment during their day Dietary needs are observed and meals are prepared that are balanced and nutritious. She also has procedures to care for children who become unwell. Children learn to keep themselves safe when going on outings. They wear wrist bands with contact numbers and know to hold hands with the childminder to keep close. There are appropriate systems in place for dealing with accidents and is aware of the procedures for the administration of medication. Children become aware of their own wellbeing by following simple personal hygiene routines.

## 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>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	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

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

<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