

## Inspection report for early years provision

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<b>Unique reference number</b>	EY334001
<b>Inspection date</b>	22/09/2010
<b>Inspector</b>	Jo Scott
<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 lives with her children aged 14 and eight years in a residential area of Cobham, Surrey. The property is close to local amenities. Childminding mainly takes place on the ground floor, with daytime sleeping facilities available upstairs. Children mostly use the sitting room and kitchen. There is a fully enclosed garden available for outside play.

The childminder is registered to provide care for a maximum of three children under eight years at any one time, all of whom may be in the early years age range. There are currently three children on roll, two of whom are in the early years age range, and one of whom is in the compulsory age range. All attend on a part-time basis. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association and attends local toddler groups. The family have a cat.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder liaises closely with parents to find out about each child's welfare and learning needs. Records, discussion and observation demonstrate that children make good progress. The childminder has implemented her own systems of self-evaluation which has broadly identified key strengths and weaknesses and is driving the development of her provision in most areas. However, it does not yet incorporated all aspects of her business.

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

To meet the specific requirements of the EYFS, the registered person must:

- complete a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 28/10/2010

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

- extend the criteria in any systems use for self-evaluation, to cover all aspects of the provision

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

The childminder demonstrates a very good understanding of the issues relating to child protection and safeguarding. She has clear procedures to follow in the event of having a concern, and has enhanced her skills and knowledge through training. This protects children. The childminder supervises the children very well, moving with them between the sitting room, kitchen and garden as they play and learn. She has organised her resources so that a good selection of age appropriate materials are readily accessible to young children, including those which promote diversity. She plans her time with care so that she can provide good quality interaction, which promotes learning for each child. She demonstrates verbally a thorough awareness of checking the environment to identify potential risks and minimising them on a continuous basis. This protects children, however, she has no written records relating to this which does not meet requirements.

The childminder has identified her main strengths, and has identified areas she feels she can improve further. Her current area of focus is to improve the way she records young children's observations and assessments. One of the areas she has already addressed is improving the quality of the information provided to parents in the daily diary. She has worked closely with other childminders to produce a format which includes information about welfare and learning to give a more complete picture of each child's experiences. The childminder keeps up-to-date with early years information through reading, training, and discussion with other providers. However her systems for self-evaluation are not yet sufficiently broad to include all aspects of her provision. Generally her record keeping is well maintained, for example, her diary is used to record the exact time children are in her care as they arrive and leave.

Engagement with parents is strong. Information is displayed, records are shared, and discussions are effective in ensuring that the childminder has a good understanding of what life is like for each child. Policies are clear, well thought out, and regularly reviewed. This helps parents get a clear understanding of the way the childminder operates. Development records, whether in the format of "Learning Journey" files, or diaries, are a regular focus for discussion. Where children attend other settings the childminder shares information via parents to ensure they have a good understanding about achievements and aims, and this supports working together.

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

Children enjoy the very warm and nurturing interaction with the attentive childminder. They approach her happily for a cuddle and to involve her in their play. They know what resources are available, as the childminder uses translucent boxes so that children can see what is inside. Children's individual routines are accommodated. The childminder is alert to young children's body language, and

recognises when they are ready to sleep, which benefits their health. Children access their individual cups of water when they are thirsty, and enjoy the well balanced meals and snacks the childminder provides. She helps children to think about the natural world through activities such as growing potatoes and tomatoes. This helps children learn about where food comes from. Older children are learning about recycling to benefit the environment. Young children make links about being healthy through routines and discussions. The childminder incorporates tooth brushing into the children's day, to help them develop good habits and protect their dental health. She talks to them about why this is important, and this helps children learn. For example, a child looks at a book and talks about the monster looking after his teeth by brushing them, demonstrating that he makes the link between what he does and why it is beneficial.

The children are confident and feel good about themselves. The childminder praises and encourages them as they play, and the good quality of her interaction and explanation helps children to learn to share, value each other and build friendships. The childminder's calm and consistent approach helps children to behave well.

Children enjoy a good mix of activities in and out of the home. The childminder makes good use of toddler groups where children mix in larger social groups, and the library where they take part in rhyme time, promoting communication language and literacy and fostering a love of books. Trips and discussion also help the children to learn about their community and the wider world. For example, they talk about a trip to the zoo and discuss animals from Africa and India as they share stories and look at photographs.

Children show that they are learning about safety. Younger children understand they put things away so as not to trip, sit at the table to eat, and only use the trampoline one at a time. Older children gain confidence in issues such as fire safety through discussion and practising evacuation to help them know what to do if the smoke detector goes off. The childminder supports children to build skills for the future. She helps them to use technology and be interested in how things work. Young children are keen to operate resources such as a video camera and a programmable robot toy. Through observation, children demonstrate that they enjoy their time with the childminder.

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