

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY407763            |
| <b>Inspection date</b>         | 07/10/2010          |
| <b>Inspector</b>               | Catherine Greenwood |
| <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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2010. She lives with her husband and two children aged three years and 10 months in Guildford, Surrey. All areas of the home are used for childminding and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding one child in this age group, whom she transports to and from school, term time only. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder currently provides care for older children aged from five years to 11 years. The family have two pet tortoises.

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

Overall the quality of the provision is good.

The overall quality of the provision is good. The childminder has an open approach to the provision of activities and experiences for children, which is driven by aims to respond to their individual needs and interests. She has a positive approach to improving her own knowledge and making changes. Her commitment to improving outcomes for children can be seen in relation to her enthusiasm for attending additional training. For example, since registration she has completed a level 2 hygiene course, has enrolled on courses, such as mark making and numeracy, and plans to attend an a homebased childcare seminar. She says 'that she hopes this will help her to identify new ideas to make further improvements, and check she is doing things right'. Self-evaluation identifies most strengths and weaknesses.

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

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

- ensure the risk assessment covers anything with which a child may come into contact, for example, safety hazards when transporting children to and from school.
- ensure children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues, for example, through the provision of accessible resources that promote positive images of differences.

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

Children's welfare is fully safeguarded because the childminder has a good knowledge and understanding of child protection procedures, and has a good awareness of the importance of her own role in relation to communicating with parents and other agencies. All suitability checks are in place. The childminder supervises children well at all times, and carries children's details in the car, to be used in the event of an emergency. She completes comprehensive risk assessments for all areas of the premises, which include weekly, daily, and monthly checks. These also include the use of the car, and outings, although records do include any potential hazards when children are collected from school.

Since registration, the childminder uses self-reflection to make improvements to the provision. For example, children are now provided with separate handtowels, fridge temperatures are monitored, and fun self-registration procedures have been implemented, where on arrival, children find their own name and place it inside a picture of a house. This activity enables them to feel included, particularly when they attend for very short times after school. Plans for further improvement are clearly identified. For example, the childminder wants to obtain more play equipment that reflects positive images of diversity, and label the well organised play equipment boxes with pictures, to assist children with choosing their own resources.

Planning is used to build on children's interests and skills, and encourage their independence and social interaction. The childminder completes settling in records for children, which include observations of their development, and makes use of the Early Years Foundation Stage guidance to identify their achievements, and plan activities to help them progress towards the early learning goals. She respects children's wishes, and has a very good knowledge of children's individuality, as well as a positive approach to meeting their individual needs.

There is a good range of well organised resources that are very well maintained. The accessibility of these resources in brightly coloured canvas boxes, mean that children can make independent choices within their play. All children are fully included, for example, through the use resources they all enjoy using. The childminder helps children to set them up and joins in their play. She makes observations that sustains children's interest and asks questions that encourage children to describe and explain their creations, for example, they say, 'we are trying to build a castle and this is where the people pop out'. Children's awareness of equality is promoted explanations from the childminder, for example, to help develop their understanding of other children's choices. Some resources that reflect positive images of differences such as dolls, puzzles, African musical instruments, happyland, and books, help to develop children's knowledge of diversity, although these are not made easily accessible at all times.

Partnership is good. The childminder establishes good communication with schools that children attend. For example, with parents permission she gives them an update of children's daily health needs, and any medication they have been given

on arrival at school. The childminder establishes good communication with parents, which means children's individual needs are well met. Daily chats and discussions at the end of each week, are used to share information, and establish if parents are happy with the provision. Parent feedback forms are used to obtain more detailed information on parents views, although these have not yet been completed, as children have only been attending for a short time. Parents receive copies of all policies and procedures, which give them comprehensive information about the service, and help them to understand the childminders professional approach.

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

Children make good progress. This is due to the childminders good knowledge of their developmental starting points, and the careful consideration she gives to supporting and promoting their individual learning. Consequently, children acquire knowledge and understanding, and improve their skills in listening and talking, particularly through discussions and conversations that take place as the childminder transports them to and from school. Children love to talk with adults and other children, and show excitement as they talk about new friends they make at school. They settle well, and are very relaxed and at ease in the childminders home.

Children's personal, social and emotional development is fully promoted. The childminder sets clear expectations for behaviour that enables children to learn to get along with each other and behave appropriately. Their emerging independence is evident they choose favourite resources, such as 'go go's'. They enjoy playing together, and have a friendly approach to all adults and children. For example, they are keen to say 'hello' to other children's parents when they are collected from the childminders home.

Children show good self-confidence as they express their feelings, for example, on arrival, they consistently volunteer information about how they are feeling that day. They have a gentle approach towards others, and take time explaining games to younger children, for example, as they talk about the rules of 'I spy'. Children show great interest in numbers. For example, they are keen to find out about the age other children and adults, and with the childminders help, discuss and identify differences. Their enthusiasm for this area of learning can be seen as they play with resources such as 'pretend money' in a toy shop till, and volunteer information about amounts. However, resources are not easily accessible to promote children's knowledge and understanding of diversity.

With the childminders support, children enjoy building and constructing towers, for example, using Lego. They show good physical co-ordination, are aware of things around them, enjoy running, and show good balancing skills as they use climbing frames in playgrounds. Children enjoy drawing, and use their imagination as they tell the childminder about their designs, such as 'James Bond'. The childminder provides resources to support this area of learning. Children play imaginatively as

they enjoy using play equipment such as pretend food and shopping baskets.

Children learn about their own safety, and are very good at following instructions. For example, in relation to the dangers of the road when being collected from school. They learn about fire evacuation procedures and know 'if they hear the smoke alarm they have to stop what they are doing, listen to the childminder, and follow her instructions to exit the house'. These discussions support children's understanding of fire safety, and ensure that the risks are minimised in the event of a fire. Children are beginning to show an understanding about the safety of others, for example, they know to use small resources on the table, out of the reach of crawling babies. Children's individual health needs are well known and adhered to. They enjoy healthy snacks such as fresh fruit, and have a good knowledge of their own allergies. The childminder has clear written medication procedures which she uses effectively in practice.

The childminder has a good knowledge of the importance of providing opportunities and activities for children to reach their full potential, whilst not controlling their direction or choice. In addition, she understands the requirement to provide a balance of adult-led and free play opportunities for all children. Children are given time to engage in free play, chat with their friends and relax. The childminder introduces resources that children enjoy using for imaginative play. She joins in with these activities, and responds positively to children's suggestions, for example, to sell her a cup of tea, and the cost of items, such as oranges. Children are encouraged to play and develop at their own pace and in their own way. The childminder compliments the learning children experience at school, by providing a relaxed and welcoming environment where children feel valued and at ease. She is sensitive to children's individual needs and allows them to play without control as long as it remains within safe and acceptable boundaries. The childminder completes written observations and assessments of children's learning and development, and matches them with the Early Learning Goals, to identify the next step for children's learning and development.

## 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   | 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

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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    | 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**

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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 |
|--|-----|