

## Inspection report for early years provision

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<b>Unique reference number</b>	507227
<b>Inspection date</b>	17/11/2010
<b>Inspector</b>	Amanda Shedden
<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 has been registered since 1987. She lives with her husband who is also a registered childminder. They have two adult children living in the home. They live in a house close to Dorking town centre. Train station, parks and schools are all within a short distance. The whole of the ground floor is used for childminding; sleeping and toilet facilities are available within this area. There is a fully enclosed garden available for outdoor activities. The family have pets inside and outside in the garden.

The childminder is registered to care for a maximum of six children under eight years. Of these, only three children may be in the early year's age group and of these one may be under one year of age. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early year's age group on a part time basis.

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

Overall the quality of the provision is outstanding.

Children are extremely happy and thoroughly enjoy their time at the childminder's. The childminder has excellent systems in place to ensure the children's learning and progress is based upon the Early Years Foundation Stage. The childminder has an excellent awareness and understanding of the needs of each child and makes individual learning plans for each child supporting the children's progress effectively. The positive partnership with parents and other carers ensures that there is a shared understanding of the children's individual needs. The systems of self evaluation and the commitment of the childminding practice ensure that the provision continues to develop and improve for the benefit of the children.

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

To further improve the high quality early years provision the registered person should consider:

- extend safeguarding policy to include procedure to follow in the event of an allegation made against the childminder or family member

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

The childminder has effective strategies in place to safeguard children. She has recently attended safeguarding training ensuring that she has a full understanding of her responsibilities; however she is not aware of the procedure to follow if an

allegation was made against her or a member of her family. There are thorough risk assessments in place which are used both inside and outside the home to ensure that the children are safe at all times. When taking children out into the community the childminder ensures she takes a first aid box, her mobile telephone and contact cards in case of an emergency.

The childminder has created an extensive range of policies and procedures which she shares with the parents who have signed all the necessary documentation to enable her to care for their children appropriately. The childminder has a secure knowledge about where she has conducted improvements to her setting; she has addressed previous recommendations and implemented knowledge gained from training she has attended.

The environment is child friendly and welcoming; there are a range of posters displayed to support their learning. The resources are displayed to encourage children to self-select encouraging their independence. This is a fully inclusive setting where all children are acknowledged as unique and their needs met through the knowledge and positive interaction of the childminder. The range of resources and activities encourage children to gain knowledge of the wider world and other cultures.

The childminder has excellent partnerships with the parents and other providers of the Early Years Foundation Stage. They share observations of the children and work together to identify and support the children's next steps. The childminder verbally communicates with the parents each day and shares a daily diary with them ensuring they are fully aware of their child's daily experiences. Discussions and letters of praise show that they are extremely happy with the care and the variety of experiences their children receive.

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

The childminder has an extensive knowledge of the Early Years Foundation Stage curriculum and she is able to effectively link the observations she undertakes on the children to the six areas of learning. The children's learning journey's not only identify their achievements but include a tracking system to ensure all six areas are included and identify any gaps in their knowledge which she shares with others to promote further learning. She uses the observations and her own knowledge of the children to create individual plans for them ensuring that the children are learning whilst playing.

There is a good balance of adult-led and child-initiated play. The childminder plans activities each day but the children are also given choices throughout the day. She is skilled at differentiating activities to ensure that all children are happily and purposefully occupied. The childminder ensures that any resources are in place before the children arrive for any focused activity. For instance, in the garden there are activities ready to encourage mathematical language, their physical development and knowledge and understanding the world as they examine

differences in the leaves and pine cones, she ensures that her interaction supports their individual learning needs. The children have great fun rolling the balls down the chutes seeing which is going faster. The used the pine cones to weigh discussing the differences in size and texture and had great fun jumping in the pile of leaves and bracken that had been collected together. The children enjoy playing with the electronic programmable toys indoors, getting them to race all around the room are extending their knowledge of how to use remote controls. The childminder sits and plays with them supporting them where necessary to construct a train track or roll and cut out dough.

Children's health is promoted by the childminder. All required documentation is in place and used to meet the welfare requirements of the children. Parents provide the children's main meals which the childminder stores appropriately, she provides the children with a healthy snack each day usually different fruits and they have access to drinks throughout the day in their own cups preventing them from becoming dehydrated. Children are learning about personal hygiene as they wash their hands at appropriate times using individual towels which are placed near a photograph of themselves giving them a sense of belonging and minimising any potential cross infection.

Children feel safe within the home and when out and about with the childminder. They practise the evacuation procedure regularly ensuring they won't be alarmed and would know what to do if the needed to evacuate. There are posters on the walls at a low level showing how to cross the roads safely supporting the children's understanding.

Children's behaviour is excellent. They play well together and respond to any requests from the childminder for instance to put some of the resources away before more are brought out. The childminder introduces the house rules as the children start and they learn through example for instance, removing their shoes and saying please and thank you. The childminder praises the children frequently building on their self-esteem.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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