

## Inspection report for early years provision

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<b>Unique reference number</b>	EY412221
<b>Inspection date</b>	17/12/2010
<b>Inspector</b>	Doreen Forsyth
<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 was registered in 2010. She lives with her partner and young son in a semi-detached home in Godalming, Surrey. The home is situated in a residential area and is close to shops, parks, schools and public transport links. All of the home may be used for childcare. There is an enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to care for a maximum of two children under eight years at any one time, of whom no more than two may be in the early years age range. Currently the childminder has four children in the early years age range on roll; they mostly attend on a part- time basis. The family have some pet fish.

The childminder has relevant early years qualifications. She is bilingual and encourages the children to speak both English and German.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning. The childminder has only recently registered but she is very experienced in childcare. Overall, effective arrangements are in place to meet the children's health and safety requirements and the childminder works very closely with parents to ensure the children's individual needs are met. The childminder endeavours to provide a very inclusive provision; she welcomes and values all children, whatever their background or ability. The childminder has an accurate understanding of the strengths and weaknesses of her provision and takes effective steps to improve such as attending relevant training.

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

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

- keep a daily record of the names of the children  
looked after on the premises and accurately record  
their hours of attendance (Documentation) 31/12/2010

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

- record details of regular emergency evacuation procedures in a fire log book;  
record any problems encountered and how they were resolved.

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

The childminder is well organised. Most of the policies, procedures and documentation that are necessary for the efficient management of the Early Years Foundation Stage and to promote the children's safety and well-being are in place and well kept. However, the children's attendance is not accurately recorded. The childminder has good child protection procedures to use if necessary, she gives parents a copy of these; she is confident in the procedures she will follow if any safeguarding concerns arise. Both the childminder and her partner have been suitably vetted; she ensures that unvetted adults do not have unsupervised contact with the children.

The childminder has risk-assessed well and made her home very safe and secure. She has identified and minimised most potential risks to the children in her home and garden. She has created a warm and welcoming environment for young children. Children mainly play in the lounge and use the kitchen for messy play, snacks and meals. There is a wide range of resources available to them. The childminder has created a picture book of the resources stored in a cupboard allowing the children to independently choose what they wish to play with. The rear garden is kept secure and contains some suitable outside play resources. The childminder has also risk-assessed all of the regular outings and walks they undertake.

All children are made welcome by the childminder; she has previous experience of working with children with disabilities. She offers a bilingual service as she speaks both English and German and uses both languages with the children as appropriate. The childminder fosters a close relationship with parents to promote the children's well-being. She regularly exchanges detailed information with parents using a daily diary. The childminder is very aware of the importance of working closely with any other providers that the children may use to ensure the integration of the children's care and education. The childminder is continually striving for improvement. She attends training events and has recently started to use an effective self-evaluation system help her to assess and monitor the quality of the provision she offers.

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

Children enjoy a wide range of interesting, age-appropriate and worthwhile activities while with the childminder. Each day they go out and about. They visit toddler groups, play parks, play in the garden or enjoy local walks to see farm animals. The childminder plans relevant activities for the children every day, these are aimed at helping the children to progress in all the early learning goals. They enjoy craft activities and play dough, stories, singing and using musical instruments. The childminder observes and records the children's activities and

progress and shares these records with parents. She uses the information she gleans from the observation records to plan further activities that will help children onto the next steps in their learning and to ensure she is promoting all the areas of learning equally.

The children appear happy and settled with the childminder; they interact well with her and enjoy playing with her young son. They enjoy their trips out to toddler groups; these provide them with good opportunities to develop their personal and social skills and to learn about their community and the wider world. When they visit play parks they have opportunities to practise their physical skills and use more challenging large play equipment. The childminder is encouraging the children's good health and well-being. She ensures they have time outside playing in the fresh air; she provides them with healthy and nourishing meals and snacks and ensures that they are able to rest and sleep according to their individual needs. Children are learning good hygiene routines, for example, they understand that they should wash their hands before eating and use their own towels and flannels.

Children are actively encouraged to learn about keeping themselves safe. When they are out they discuss road safety and each month they practise the emergency evacuation procedures with the childminder, although these are not recorded. The childminder expects the children to put away toys they are not playing with; so that they do not become a trip hazard and the children learn to respect and value the resources. The children that are currently cared for are very young, but the childminder is helping them to develop the habits and behaviour that are appropriate to good learners; for example, sharing and taking turns. They use resources such as books, small world toys and dressing up clothes that are aimed at helping them to begin to learn to value diversity. The childminder promotes activities and games that encourage problem-solving such as using puzzles, posting boxes and picture dominos.

## 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	3
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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