

## Inspection report for early years provision

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<b>Unique reference number</b>	EY407882
<b>Inspection date</b>	12/01/2011
<b>Inspector</b>	Joanne Wade Barnett
<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 2010. She lives with her husband and two pre-school age children in Lingfield, Surry. The whole of the childminders house is use for childminding but predominantly the ground floor area. There is a fully enclosed garden for outside play. The family have two cats.

The childminder is registered to care for a maximum of 4 children at any one time. She is currently minding two children within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is able to support children with special needs.

The childminder drives or walks to local schools to take and collect children. She also attends the local toddler group. She is a member of the National Childminding Association (NCMA)

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

Overall the quality of the provision is good.

Overall, children's welfare and learning are promoted effectively by a dedicated childminder. They are able to play and learn within a safe, secure and stimulating environment. The partnerships forged with parents help to ensure that every child's specific needs are well known and addressed. The childminder has a generally good capacity to maintain continuous improvement. She separates out the strengths of the provision and areas for future development to promote effective outcomes for the children attending.

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

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

- record on a regular basis fire evacuation drills, which includes details of any problems encountered and how they were resolved
- maintain a record of the names of visitors to the setting, the purpose of their visit and details of arrival and departure times

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

Children's welfare and safety are well promoted. The childminder understands child protection issues and how to implement procedures. She keeps a range of guidance and important contact numbers to refer to in the event of a concern.

These measures help to safeguard children effectively. The childminder has a policy for ensuring visitors are signed in, although this as yet to be implemented. Clear risk assessment underpins the childminder's effective practice. The premises are safe and the written record of the risk assessment is very clear. This helps to ensure that children's safety is promoted well at all times. The required records and procedures are all in place and promote children's welfare effectively.

Children benefit from the childminder's positive attitude towards continuous improvement. She reflects on her practice on an ongoing basis and implements measures to secure positive outcomes for children. The layout and quality of the learning environment helps children to make good progress in relation to their starting points. Their learning is supported very well and helps them to make good progress overall.

Equality and diversity issues are clearly interwoven throughout all areas of practice. The progress and development of the different groups of children are promoted effectively. Children's understanding of diversity is actively encouraged and the childminder uses appropriate strategies for tackling discrimination. She promotes children's awareness of positive relationships through beautifully illustrated books and toys that help them to learn about equality. The learning environment and resources are available to all children helping them all to reach their full potential.

Self-evaluation processes are good. The childminder has used the Ofsted document and is clear about the current strengths of her provision and any areas that require future development. Children and parents are included fully in the process and their wishes and needs are met effectively. Future aims include developing children's personal routines, involving the children more in growing their own produce. These measures help to promote good quality practice to benefit the children attending.

The childminder works with other settings to some degree to share any important information. She engages well with parents and their views are sought and acted on. Good information sharing between the parents and the childminder helps to meet the children's welfare and learning needs. Parents value the service provided and feel the childminder offers very good care for their children. A good two-way flow of communication helps to promote consistency of care and learning for children.

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

Children enjoy the childminder's input into their play. She asks many questions to extend their thinking and helps to support their learning well. Children can access a good range of toys and resources suited to their ages and stages of development. These offer challenge and variety and help to extend their learning in all areas. The resources available include many positive images of diversity, including meaningful books and small world figures. These help even the youngest

child begin to develop an awareness of differences between people in society.

Children are settled, fully occupied and explore their surroundings independently. They enjoy exploring numbers and counting, for example, as the childminder includes these concepts in everyday routines and story times. She promotes their language and communication abilities by exploring letters and sounds, discussing storylines and prompting children's responses. They enjoy cuddling up and sharing books with the childminder, which helps to promote their early communion, language and literacy skills.

Observational assessment is effective in helping to demonstrate the good progress children make. Children's starting points are gained upon entry and observations are evaluated against the expectations of the early learning goals. Observations inform future planning and help to show the good progress children make over time.

The young children feel safe in the care of the childminder and this is evident as they play happily and interact easily with her. The childminder offers a very homely and welcoming environment which helps to ensure that all children develop a secure sense of belonging. Children learn about safety issues from a young age. For example, they know to sit and eat food properly and learn about keeping safe when crossing the road with the childminder. These measures help children to learn about keeping themselves and others safe. The childminder has involved the children in practising the emergency evacuation procedure, although this is not undertaken on a regular basis to ensure the younger children are familiar with the process.

Children's good health is actively encouraged. They engage in plenty of physical exercise, for example, as they visit the local parks and play in the garden throughout the week. Food is balanced and nutritious and children are involved in making healthy choices. The childminder teaches them about healthy eating, for instance, by talking about fruit and vegetables and how they keep you healthy. This helps them to develop a good understanding of healthy eating. Systems for infection control include the childminder implementing clear hand washing procedures and nappy disposal. This helps to prevent cross infection.

The young children attending behave positively within the setting because they are fully involved and occupied. The childminder is firm but kind in approach and helps them to learn right from wrong. She understands children's emotional needs and provides them with the right support to nurture their confidence and self-esteem effectively.

## 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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