

## Inspection report for early years provision

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<b>Unique reference number</b>	EY413136
<b>Inspection date</b>	12/01/2011
<b>Inspector</b>	Claire Douglas
<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 husband and two children in Epsom, Surrey. The premises are located close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and there is a garden available for outside play.

The childminder is registered 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 group and none may be under one year of age. She is currently minding two children in this age group on separate days and has three children on roll. Children attend for a variety of sessions. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from the local school or nursery and attends toddler and childminding groups and the library on a regular basis. She is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder has formed links with other early years settings, such as the local Infant school nursery. The childminder receives support from the local authority through an early years development worker.

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

Overall the quality of the provision is good.

Overall, the childminder successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in her warm, inclusive home and welcomed as part of the family. Good relationships with parents ensure that the childminder knows children well and provides the care and support they need. The childminder reflects on the service she provides and takes steps to ensure that she is responsive to the needs of the children she cares for and their families.

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

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

- develop the system used for observing and assessing children's learning, ensuring that the learning priorities identified are clearly linked to the activity planning.

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

The childminder has a clear understanding of her responsibilities towards the children in her care, and effectively safeguards their welfare. She has good knowledge of what steps to take if she has concerns about a child and is proactive in staying up to date with current practices. All adults in the home have been suitably vetted along with any regular visitors. She keeps all of the required records that promote children's health, safety and well-being. Risk assessments ensure that children are safe in the home and when out and about. The childminder has a dedicated playroom, providing children with easy access to a variety of quality resources and play materials that support their play and learning. The childminder works closely with parents to ensure she has a thorough understanding of each child's backgrounds and needs, so that equality and diversity is successfully promoted. Parents are warmly welcomed into the home and kept well informed through daily discussions and written diary feedback, as well as having access to a range of written policies and procedures. Parent's comments show they are extremely happy with the service provided, for example, 'we are really pleased with how our child has settled in ..it is always nice to look through the book at the end of each day to see what our child has been doing and a record of what has been eaten'. Along with 'the childminder provides excellent childcare, giving excellent emotional support and providing learning opportunities in all areas of my children's development. I am extremely happy to have someone who is so skilled and dedicated to take care of my children while I am at work'.

The childminder builds effective partnerships with other professionals where appropriate, for instance when attending childminder groups and toddler groups as well as when taking and collecting from the local Infant school and nursery. She values local training opportunities and endeavours to attend relevant courses to develop her knowledge and skills. The childminder has begun to evaluate her service; documenting her strengths and weaknesses and providing an additional focus for improvement. An ongoing desire to improve the service have lead to improved outcomes for children, for instance, additions to her play kitchen food resources ensure further opportunities for children to develop their imaginations and social skills as they play.

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

Children are happy, settled and at ease in the childminder's care. They show a strong sense of belonging as they and move confidently around the home and independently select from a good range of toys and resources which are stored at their level in the play room. Children learn to keep themselves safe when the childminder discusses the reasons for and encourages safe practices, for example, to hold on to the buggy when walking along the pavement and not to touch the oven if they are helping in the kitchen. Clear fire safety precautions are in place and children learn about evacuation procedures through discussion and practice,

which ensures they can act quickly in an emergency. Children adopt simple good hygiene routines when they wash their hands straight away when they come in from outside and before eating. They benefit from well-balanced home cooked meals and snacks that meet their nutritional needs and they learn about foods that are good for you when they take time to discuss how many of their five a day vegetables and fruit they have had. Children take part in daily regular exercise as part of a healthy lifestyle, as they enjoy using the scooter to visit a local park or jumping about in the soft play area at a local toddler group.

Children take part in a wide variety of activities and experiences that support their learning and development well, both at the childminders home and when out and about at the local library, toddler group or when taking a day trip to a local farm. The childminder makes detailed observations of the children, recording the stages of development alongside the early learning goals, their next steps are identified, however, it is unclear how these are used to form the basis of the weekly planning. Children develop a knowledge and understanding of the world as they point to countries on the 'map of the world' table cloth, which is used on the dining table, prompting discussions on where friends and family come from. Diversity and equality are encouraged as the children play with a range of multicultural play people and they have access to a good range of positive imagery whilst they enjoy looking at the books available. Problem-solving skills are regularly developed as they are encouraged to find the missing piece of a puzzle or work out which vehicle will fit in to the large truck. Communication language and literacy and reasoning and numeracy skills are encouraged as the childminder provides a flow of leading questions throughout the children's play experiences, for example 'how many?' or 'what colour is the biggest?' Children make very good relationships with the childminder and respond well to her warm and caring approach. They are well occupied and stimulated throughout the day and thoroughly 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	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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