

## Inspection report for early years provision

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<b>Unique reference number</b>	EY414075
<b>Inspection date</b>	28/01/2011
<b>Inspector</b>	Debbie Newbury
<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.

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 adult son near Shepperton, Chertsey and Laleham in the Borough of Spelthorne, close to shops, parks, schools and other community amenities. The ground floor of the home is mostly used for childminding, with sleep facilities provided upstairs. Toilet facilities are available on both floors of the home. There is an enclosed garden for outside play. The family has a dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group on a part-time basis.

The childminder takes children to a variety of parks, the library, soft play centres and toddler groups. She holds a National Vocational qualification level 3 in Childcare and Early Years education.

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

Overall the quality of the provision is good.

Children have their welfare and learning and development needs met well within a stimulating and supportive environment. They benefit from the warm and friendly relationship they enjoy with a childminder who takes a continual interest in them and who values the individuality of each child in her care. Overall, arrangements for partnership working with parents are mostly very effective although these are less well developed in respect of any other childcare settings children attend. The childminder reflects on her practice and identifies areas for improvement, so is well placed to maintain continuous improvement.

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

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

- investigate ways of encouraging parents to contribute to the learning records maintained on their children
- develop a regular two-way flow of information with other providers, such as pre-schools, to encourage a shared approach to supporting children's learning and development.

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

The childminder implements effective measures to safeguard children. She has a secure understanding of issues relating to child protection and the action to take should she have any concerns about a child's welfare. Her home and garden are safe and secure and she makes use of appropriate safety features as necessary, thus enabling children to move freely around those areas used for minding. The childminder has all required documentation in place, including records of risk assessment and has successfully addressed the area identified for improvement at her registration visit. This contributes to her arrangements for ensuring children's safety. Comprehensive written policies and procedures, which are shared with parents, underpin the safe and efficient management of her childminding provision.

The childminder has a secure knowledge of the Early Years Foundation Stage and, as a result, effectively meets the needs of children. She has a positive attitude towards ongoing training, both as a way of continually developing her own knowledge and enhancing existing outcomes for children. She is clearly reflective and very aware of the strengths of her current provision and areas for development and has planned for how these will be addressed and the benefits they are likely to bring to children.

The childminder organises her home, time and resources to meet the needs of the children in her care. The home is warm and welcoming and children display a sense of belonging. They see examples of their artwork displayed and help themselves to a variety of toys, books and other play materials that they find interesting. The childminder sets out a selection of these at the start of the day, in readiness for the children's arrival and makes sure that there are some of their favourite items. These are then changed throughout the day as children and childminder go and choose from others that are stored in an upstairs bedroom.

Children are welcomed and valued as individuals. They have equal access to the play materials provided and the childminder works hard at including everyone, even to the extent of talking about children who are not there, in her conversations with other children. Children begin to learn about the wider world through an exploration of appropriate resources and as they find out about different celebrations and traditions.

The childminder understands the importance of working in partnership with any other childcare settings that children attend and the benefits that this brings to children in terms of sharing information about their care, learning and extended support. However, arrangements to bring this about have not yet been fully implemented. Parents express how pleased they are with the care their children receive in written testimonials provided for the inspection. They comment positively on the range of activities their children enjoy and the quality of the childminder's feedback to them. Informal discussions are supplemented by nicely written and informative daily journals which paint a clear picture of the children's

day and enable their parents to feel part of this. As one parent notes, the journal means they have 'lots to talk to their child about at the end of the day'. The childminder has informed parents about the progress and achievement records she is keeping on their children and has made sure these are accessible. However, parents have not yet viewed these and they do not contribute to them. Consequently, arrangements for ensuring a fully shared approach to supporting children's learning are not yet fully developed.

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

Children are happy and relaxed and clearly enjoy the time they spend with the childminder. There is lots of laughter and they remain fully involved in self-chosen activities. The childminder is interested in what children do and she extends their play and learning effectively through good quality interaction and by asking pertinent questions, which encourages them to think critically and express their ideas. For example, everyone enjoys looking at books together and identifying different pictures. The childminder uses these as springboard for recalling visits they have undertaken, to identify particular food items and looking around the room to see if they can find a real version of the picture in the book. Children are encouraged to count the number of birds they see in the childminder's garden and to consider why the windmill is spinning so fast. They enjoy imaginative play as they invite the childminder to have a picnic with them and display good catching and throwing skills as they play with soft foam blocks. The childminder then challenges them further by placing an empty box some distance away and suggest they see if they can throw the blocks into this. Children have opportunities to explore their local community and develop their social skills on outings to toddler groups, garden centres, and parks and as they mix with other children. The childminder uses her observations of children at play, their interests and what she has identified as the next steps in their learning to inform her weekly planning. Children are supported in making good progress towards the early learning goals and gaining the skills they need to support their future learning.

Good relationships exist between children and childminder and they communicate with her confidently. They learn about taking turns and sharing because the childminder gently explains the need to wait if another child is playing with something they want to use and she provides support and encouragement so that children gain the confidence and skills to express their own wishes. This also helps them learn to respect the needs and wishes of others. Children's self-esteem is fostered effectively through praise.

Children learn about the importance of good personal hygiene practices as part of their normal daily routine. The childminder has a flexible approach with regard to the provision of food and she ensures children have plenty of healthy options and that they try new things. Snack and meal times are sociable occasions as children and childminder sit together and engage in conversation. The childminder draws children's attention to the need for good table manners and she encourages them

to be independent, for example, by having a go at peeling their own oranges. Children benefit from fresh air and exercise because outside play, for example visiting different parks or going for walks, is an integral part of their day. They learn how to keep themselves safe with the support and guidance of the childminder. She sets clear boundaries, for inside and outside the home and provides opportunities for children to take part in fire drills and teaches road safety.

## 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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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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