

## Inspection report for early years provision

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<b>Unique reference number</b>	EY411200
<b>Inspection date</b>	26/01/2011
<b>Inspector</b>	Ann Moss
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 children aged four and two years in Dorking, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She also offers care to children aged over five years to 11 years. The childminder is currently caring for three children, of which, two are in the early years age group. This provision is registered on the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

The children are cared for in a warm, welcoming environment where all children are recognised as unique individuals and diversity is respected and celebrated. Children's learning and development is mainly very well supported through a balanced range of adult-led and child-initiated activities that reflect their interests, abilities and talents. Self-evaluation clearly identifies the setting's strengths and the childminder has given due consideration for the future development of the setting that demonstrates a commitment to continuous improvement. All required documentation is in place to meet requirements and the vast majority of information is stored for confidentiality.

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

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

- review the system in place to ensure confidentiality when sharing information with parents
- increase opportunities for children learning through ensuring a balance of adult-led and child-initiated activities.

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

The childminder has a clear and confident understanding of child protection issues, which is supported by a clearly written policy reflecting the Local Safeguarding Children Board procedures of her local authority. All adult members of her household have Criminal Records Bureau clearance in place and are suitable to be with children and systems are in place to ensure children are cared for by a suitable adult in the event of an emergency. She carries out and maintains clear

records of risk assessments on her home, garden and all outings undertaken by children, in line with requirements, as a result, children can move around freely and play safely. Detailed fire evacuation procedures are in place which are practised on a regular basis to promote children's awareness of how to keep themselves safe. She maintains an up-to-date local authority recognised paediatric first aid certificate, which means minor incidents can be dealt with quickly and efficiently. All documentation, policies, procedures and permissions as required by regulation are in place and well maintained, providing on hand information in support of children's individual needs. However, the system in place for sharing one aspect of confidential information with parents is not fully robust.

The childminder makes good use of all available space indoors and out providing the children with a happy, homely environment for their play and learning, promoting their emotional health and well-being. Children have independent access to a good range of quality toys and resources, which are regularly rotated to maintain interest and used well to support identified learning outcomes. Children learn about the similarities and differences of others through discussion with the childminder and the range of activities available; for instance, the childminder introduces aspects of her own culture through celebrating festivals, such as Chinese New Year and cooking activities for example.

The childminder is a qualified early years practitioner who recognises the value of continuous quality improvement and how this impacts on children's achievements. She uses the Ofsted self-evaluation form as a basis of ongoing internal review and assessing what the setting offers and areas for future development. The childminder communicates with parents verbally each day and provides a wealth of written information providing an insight into their child's care and learning. The childminder welcomes parents' feedback to help to identify any areas she can develop. The written feedback from parents demonstrates they are delighted with the quality service their children receive. The childminder is developing strong links with other providers and partners supporting children's individual needs to ensure continuity of care between settings.

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

Children are provided with a wide range of opportunities to investigate, explore and use their creativity and imagination. This ensures children make good progress in their learning and development. Children have fun and learn as they are actively engaged in stimulating play opportunities which are well planned and clearly linked to the six areas of learning; however, opportunities for child-initiated activities are occasionally overlooked. Children use a wide range of art and craft materials to develop a sense of texture and different painting styles. They paint, draw, make models and use their fingers to print patterns. Their individual creations are proudly displayed developing children's self-esteem and confidence in their abilities and achievements. Songs, rhymes and stories are used skilfully to develop children's language for communication and numeracy skills, for instance during washing hands. Outdoor play provides opportunities to learn about the change in

seasons and the effects of the environment, such as if putting on extra clothes will help them to keep warm. Water play activities outdoors provide opportunities for a range of interesting objects for children to fill, count and sort. They learn about quantities, for instance during snack time when the childminder asks 'how many?', 'enough?' and 'more?' pieces of fruit they would like. They use everyday technology equipment in their imaginative play and know how to operate activity toys and switch role play equipment on and off. Children play cooperatively; they share resources well enabling good relationships to be built. They visit other pre-schools and interesting activity groups outside of the home, which enhances and supports their play and learning experiences. The childminder observes children as they play, using the information well to ensure that each child's needs are met and to plan the next steps in their learning. She talks to children's parents and carers on a daily basis and keeps individualised progress records so that detailed information about children's well-being and developmental progress is shared. This successfully promotes consistency of care between all those involved in each child's care. Children and parents contribute to the planning process because the childminder takes into account their 'opinions' of activities and how they can be developed through daily discussion and questionnaires.

Children feel safe because they are beginning to learn to manage risk for themselves, for instance they use tools safely for cutting food and negotiate the steps safely on their bottom. They learn about the benefits of maintaining a healthy lifestyle through the daily routines in place. Children enjoy healthy and nutritious meals and snacks and drinks are freely accessible to ensure they remain well hydrated.

## 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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