

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY313288        |
| <b>Inspection date</b>         | 13/01/2011      |
| <b>Inspector</b>               | Chris Mackinnon |

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|------------------------|-------------|
| <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 2005 and lives with his partner and their teenage son in Merstham, Surrey. The whole of the childminder's home is used for childminding and children have daily opportunities for outdoor play within the secure garden and local parks.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When working alone, the childminder is registered to care for a maximum of six children under eight years, with no more than three in the early years age group. When working with another childminder, the childminder may care for up to 12 children under eight years, with no more than six in the early years age group. The childminder is also registered to provide overnight care. The childminder currently has one child on roll, who is in the early years age group.

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

Overall the quality of the provision is good.

The childminder is an experienced childcarer, and is effective in the promotion of individual children's welfare and development. Children have access to an excellent and generously resourced play environment, and frequent outings are made to widen children's experiences. The childminder maintains clear observation and assessment records, which ensure children achieve and make progress with their learning. The childminder has established good partnerships with parents and other carers, and regular self-evaluation is applied to promote improvement.

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

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

- revise behaviour management policy to be more clear on range of actions taken to manage children's behaviour

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

The childminder works alongside his partner, who is also a registered childminder, whom he has assisted for over twelve years. He is now registered in his own right and this the first inspection of his childminding provision. A significant strength with the setting, is the provision of a particularly well organised and stimulating play environment, and childminder makes effective use of his experience as a parent, and the training he has attended, to manage his childcare practice. Safeguarding is well organised within the setting, and the childminder shows a good awareness of

the need to protect children, and support their welfare. Consistently organised record keeping and safety procedures are in place to ensure children are kept secure and protected. The setting has a clearly produced range of policies, but the behaviour management policy is unclear on some of the strategies used as sanctions with children, and this is an area for improvement

Children enjoy access to a spacious and highly stimulating play environment, which is judged as outstanding. The childminder's lounge and other ground floor rooms are well prepared to provide a range of different activity areas. Children can move easily from one organised play area to another. For example, children can spend time in the book and reading area, and then engage in role play or use assembly toys in an adjoining play space, or outdoors in the garden. The childminder is highly successful in organising resources to meet the needs of individual children attending. For example, the very youngest children aged under two years, have a dedicated soft play and exploring area. The older children who attend after school, also have the choice of using a separate room for their activities. Children are encouraged to select and combine resources from a well presented range of shelves, boxes and storage areas. The high level of visual material and learning displays provided, is a significant feature of the play environment, and provides excellent support for children's interests and learning.

The childminder successfully promotes children's developing skills, and helps them to make progress across their learning gaps. The childminder shows confidence in the organisation of play, and works effectively with children over a range of ages. Children over five years attend the setting after school, and their independence and continued learning is consistently supported. The childminder also works closely with children aged under five years, and close links with parents ensures the younger children's daily care and welfare needs are met. The childminder maintains an inclusive approach to the organisation of the play programme, and a selection of diversity based play and learning materials are provided.

The childminder maintains good links with other settings and carers, The childminder has established close contact with the local school and nursery, and meets regularly with other local childminders. A range of information and daily updates are provided for parents, and the childminder regards this as important to encourage parents to contribute to their children's care and learning. For example, parents are given an individual CD with photographs of their child or children, engaged in activities. Parents also have access to their children's individual observation and assessment material, and regular opportunities are provided to discuss children's next steps in learning.

The childminder makes good use of reflective practice, and responds well to individual children's interests. All of the early years children who attend have individually planned learning, and a child-centred approach is taken to the organisation of activities. Regular reviews of the resources and effectiveness of the learning environment are also undertaken. The childminder demonstrates a positive approach to improving practice, and works closely with his partner and co-minder to identify areas for development.

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

The childminder demonstrates good skills with teaching and the promotion of learning, and shows experience and ability when working with children of different ages. For example, he is often occupied with the organisation of group activities, and supporting the after school children with their continued learning. He also shows skill with youngest children, aged under two years; encouraging their physical confidence and manipulative skills. The observation and assessment of children's learning is well organised, and the childminder keeps well presented folders for each early years child attending. These have clear written notes, and photographs are also used to show children's ongoing achievement. In addition, the childminder makes regular focused observations, which are completed every month or so, to identify children's next steps in learning.

The childminder takes care to organise and promote children's safety and security, and a well detailed and clearly organised range of risk assessments are in place. The childminder is consistent in the support of children's healthy growth and development, and a good range of foods and snacks are provided. The promotion of children's physical development features consistently in the play programme. Indoor games encourages balance and movement, and children have access to the childminder's spacious back garden for a wide range of active play and learning. The childminder has built up considerable experience over the years, and is able to successfully promote children's ability to play and learn together. Children are helped in their appreciation of others, and good sharing and good listening is systematically promoted during activities. The after school children's independence and ability to organise themselves is also well promoted, with agreed house rules and support for co-operation.

The childminder consistently supports children's development of skills for future learning. For example, he shows confidence in promoting children's speech and communication, and provides consistent encouragement for the under twos, in vocalising and the early use of words. The childminder places an emphasis on the use of story books and reading to promote learning, and children have many opportunities for mark making during their play. The very youngest children attending, aged under one year, are successfully encouraged to explore and play in a soft and secure area. They are well supported in the gaining of hand and eye skills. For example, they successfully learn to hold and grasp items, and are helped by the childminder to develop confidence with sitting up and learning to crawl. Children's creative development is consistently supported, and children have many opportunities to be expressive; in the childminder's well prepared free-flow play environment. Children enjoy cutting, sticking and a range of art craft activities; and many of the planned activities include opportunities to learn about the wider world.

## 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

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| <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

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| <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   | 1 |
| 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

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|--|---|
| 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

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| <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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met