

## Inspection report for early years provision

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<b>Unique reference number</b>	120991
<b>Inspection date</b>	28/02/2011
<b>Inspector</b>	Amanda May
<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 1992. She lives with her husband and two adult children in the Horsell area of Woking, Surrey. The whole of the childminder's home is used for minding with toilet facilities provided on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of six children under eight, of whom no more than three may be in the early years age range. There are currently three children on roll in this respect. The childminder drives to school to collect children and attends the local parent/toddler group.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder is very experienced in caring for children and reviews her service to parents very well to ensure she can be flexible and take into account their views and changes to children's individual routines. Information is generally shared effectively with the parents and partnerships are beginning to form with other early years provisions that children attend which will aid consistency and continuity of care and support. Effective self-evaluation ensures that the childminder is aware of possible areas which would benefit from future development and this ensures improvements to the provision bring about a positive impact on the children in her care.

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

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

- enhance partnerships with parents and other early years providers to share key information including starting points and next steps in learning in order to promote consistency and continuity of care and support
- develop opportunities to support children in their developing awareness of their own needs, views and feelings and of being sensitive to the needs, views and feelings of others.

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

Children are effectively protected from harm due to the childminder's understanding of the issues surrounding safeguarding children. Children play in a safe environment and the childminder reviews risks according to the age and stage of the children attending, for example as she closes stair gates when crawling babies arrive in the morning.

Children who attend the setting who speak English as an additional language are welcomed and their use of other languages is valued within the setting. The childminder further supports children who attend from different cultures through including activities to reflect any special celebrations which they take part in at home, helping other children to gain a good awareness of other people's beliefs and cultures. For example, to celebrate the New Year children who speak French explain to the childminder and other children their tradition of cutting and eating a 'King's Cake' before the childminder and other minded children join in the tradition.

The childminder works closely with parents to ensure her service meets their needs, whilst valuing their views surrounding how she can develop her provision. The childminder provides regular feedback to parents, including information regarding how children are making progress in their learning and development and shares planned next steps with them through daily diaries which also include photographs of children enjoying their time in the childminder's company. The childminder offers settling in visits for new children and seeks information from parents concerning their special routines and likes and dislikes. However, information regarding the starting points in children's learning and development are less effectively gathered, meaning that early activities are not always planned to promote immediate challenge and progression. The childminder has developed links with other settings that children attend and has previously worked with parents, sharing information from early year's specialists to support children with additional needs. However, relationships with other early years provisions that children attend do not include sharing information about the next steps in children's learning and how the settings can work together to support these.

Resources in the setting are stored in clear boxes which help children to make choice about what they would like to play with and the childminder generally deploys herself effectively to support children in their play. Recent improvements which have been made to the provision have been the childminder re-introducing practical evacuation drills to help promote each child's awareness of keeping themselves safe in an emergency. Through evaluating her provision the childminder has been able to recognise children who would benefit from future support in terms of their understanding and has developed plans to support this in the future.

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

Children are happy and settled in the childminder's care. They arrive in the morning, smile as they wave goodbye to their parents before being introduced to the activities on offer in the childminder's home. Babies are very well supported in their physical development and the childminder demonstrates a good awareness of how she can meet their needs through providing ride on toys and push along trolleys to steady babies who are just gaining the confidence to walk. Older children enjoy selecting resources which interest them and the childminder demonstrates a secure awareness of when children would benefit from additional challenge, offering a choice of new activities to capture their interests.

Children work together as they build and play with a train track, talking to themselves and each other about the journeys the people are making and problem solving as they realise that one of the trains is too big to fit through a tunnel. The childminder recognises the benefits of planning activities based upon each child's interests and includes plans to meet their next steps in learning, helping them to make steady progress. For example, when recognising a child is particularly interested in cars and trains she encourages creative play surrounding this interest, using cars to make tracks in paint whilst encouraging children to explore different media as a result.

Children enjoy being about to make choices in their play and this is also apparent around snack and meal times where children have a wide variety of fruits and healthy snacks to taste. Older toddlers enjoy being supported as they prepare an apple for a snack and are encouraged to choose some slices for themselves and also for their friends to taste. Children are very well supported in developing an understanding of a healthy lifestyle, including watching fruits and vegetables grow in the childminder's garden and helping themselves to raspberries, bananas and mango for a dessert. The childminder has excellent procedures to ensure that cross infection is minimised, including robust nappy changing procedures where the childminder wears disposable gloves and thoroughly cleans changing mats after each use. Older children enjoy being independent when hand-washing and using the toilet, recognising which towel is theirs from their photographs being pegged to individual towels which are hung on low level hooks.

Children are also very well supported in learning how to take care of themselves and they are generally forming secure friendships with one another, although occasionally some children would benefit from additional support in developing an awareness of the needs, views and feelings of younger children. Children understand to take care as they are helping to prepare fruit for a snack and are reminded frequently by the childminder during their play about sitting carefully on chairs and being gentle with one another. This helps them to develop the skills required for a successful future including valuing and respecting one another's differences.

## 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	1
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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