

## Inspection report for early years provision

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<b>Unique reference number</b>	EY245095
<b>Inspection date</b>	01/03/2011
<b>Inspector</b>	Catherine Greenwood

<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 2002. She lives with her husband and two children aged 13 and 9 years, in Lightwater, Surrey. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. Local parks, shops and schools are within easy walking distance. The childminder provides a service from Monday to Friday, for most of the year.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She may care for no more than six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. She is also registered to work with an assistant. When an assistant is present, the childminder is registered to care for a maximum of seven children under eight years at any one time; of these, not more than six may be in the early years age group, and of these, not more than two may be under one year at any one time. There are currently three children on roll in the early years age range. The childminder takes and collects children to and from the local school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met. The childminder's positive attitude towards the children and her observation of their individual abilities and achievements are key strengths of the provision. The childminder is currently completing a National Vocational Qualification level 3 in childcare, and attends workshops and conferences organised by the local authority. She uses knowledge obtained from training to make on-going improvements to the provision. However, some aspects of regulation and good practice have been overlooked.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 09/03/2011

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

- improve the range of resources for children to be independently creative and

- make their own designs
- improve the range of resources that reflect positive images of diversity
- use assessment to plan the next steps in children's developmental progress and regularly review this approach.

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

Children's welfare is safeguarded because the childminder has a secure knowledge of child protection procedures. She completes regular risk assessments, and takes action to adapt the environment and resources according to children's individual needs. Consequently, children are provided with sufficient challenge within safe limits. However, written parental consent for children to receive emergency medical treatment has not been requested. This is a breach of the regulations.

Recommendations from the last inspection have been met. The childminder reflects on the quality of the provision and makes continuous improvements. She makes learning fun, knows each child really well, and delights in the progress they make. However, she does not make regular use of practice guidance to identify the next step for their learning in all areas of development. Children are fully included and given equal attention. Resources are made easily accessible, although they do not include a wide variety that promote children's independent creativity or awareness of diversity.

Partnership is good. The childminder shares observations of children's progress with key persons of other early years provision that children attend. She uses the provision newsletters to enhance and extend children's learning whilst they are in her care. Parents are welcomed in at the end of each day and information shared about children's individual needs and progress. This is supported through the use of daily diaries, videos of children's play and photographs. Parents make very positive comments about the care of their children. For example, they say 'I really like the way the childminder organises her home, she is very patient with the children, and takes them out to lots of places like toddler groups'.

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

Children make good progress in their learning and development. The childminder consistently observes their progress and development, and interacts and communicates in their play to promote learning. They form close relationships with the childminder and her family, and are encouraged to share the play equipment and take turns. The childminder has a very caring and attentive approach towards the children and offers lots of support so they can achieve their aims. Children are very purposeful, confident and determined within their play. They show a strong sense of independence and are very familiar with routine events. Some show great enthusiasm for helping the childminder take out plates for snack time and tidy up. Children have good opportunities to socialise through weekly visits to a toddler

group, Sure start centre, adventure centre, and soft play facilities.

Children show great animation and enthusiasm as they copy words and engage with the childminder. Babies who are not yet talking show confidence as they approach the childminder and express their needs through pointing and making their own decisions. Children's interest in books is promoted as the childminder sits them on her lap and reads stories. They learn how to operate programmable toys such as 'battery operated bees', and laugh with excitement as they repeatedly and successfully press the buttons. Children explore the local environment during walks in the village and local park, where they feed the ducks. They develop an understanding of different cultural events, for example, as they make cards and lanterns to celebrate Chinese New Year. However, there are a limited range of resources that help them to learn about differences.

Children develop their hand and eye co-ordination as they attempt to build towers with stackable cups, and post balls into a musical helter skelter. They make excellent progress with learning to walk as they discover their own abilities. The childminder embraces their on-going achievements and provides resources such as wheeled toys when she notices their enthusiasm. Consequently, children show great determination as they move around the play area at speed, and develop their steering and manoeuvring skills as they use the wheeled toys to change direction. Children improve their large motor skills as they explore the childminders garden, and through visits to a soft play facility.

Children develop their senses, for example, as they play with gloop, and do painting at toddler groups. However, there are limited resources for them to be independently creative within the childminders home. They show great interest in using musical instruments, for example, as the childminder shows them how to play a triangle, and encourages them to concentrate and listen to the sounds. Children learn about their own safety as they take part in regular fire evacuations. They are protected from the risk of cross infection as the childminder follows good hygiene practice, and are provided with well balanced and healthy meals and snacks. Written consent has not been requested from parents for children to receive emergency medical treatment, which increases the risk to their health in the event of an accident.

## 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	3
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	3
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