

## Inspection report for early years provision

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<b>Unique reference number</b>	139766
<b>Inspection date</b>	02/03/2011
<b>Inspector</b>	Helen Penticost
<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.

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## **Description of the childminding**

The childminder was registered in 1999 and she lives in Sutton, Surrey. The whole ground floor of the childminder's house and the bathroom/toilet on the first floor are used for childminding and 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 care for a maximum of five children aged under eight years at any one time and she is currently minding two children. The childminder takes children to various parks and children's play facilities.

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

Overall the quality of the provision is good.

Children overall are making very good progress in their learning and development because the childminder recognises and nurtures their individuality. She has excellent systems in place to work effectively with parents to secure knowledge of children's individual needs. There are a clear range of policies, procedures and permissions to support her practice. Effective systems to monitor and evaluate practice provide a sound basis to securing better outcomes for children and continuous improvement.

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

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

- improve the systems for observation and assessment to show plans for children's next steps in their learning and development
- develop a regular two-way flow of information, knowledge and expertise with other Early Years Foundation Stage settings that children attend to help support and extend children's learning and development.

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

Children are well safeguarded because the childminder has a good knowledge of child protection issues. She understands her role in safeguarding children and the procedures she must follow if she were to have a concern about a child in her care. The childminder carries out a written risk assessment on all areas of the premises and for outings to ensure children receive a good standard of care inside and outside the home environment. She obtains a range of signed consents from parents to keep children safe. For example, permission is sought for the possible

seeking of emergency treatment. Children gain an understanding of keeping themselves healthy and safe, for example, through encouraging good personal hygiene routines such as washing hands after visiting the bathroom. Fire evacuation is practised with the children and a fire log is maintained.

The childminder has good systems in place to help her self-evaluate the service she provides, which includes references from parents. As a result, she has a realistic awareness of her strengths and plans for areas of improvement. She is motivated to improving her practice through attending training events, such as child protection and first aid training. Children access the whole of the bright and spacious environment, where they are able to independently select toys and play resources from the good range available. The childminder provides an inclusive setting where children access a very good range of resources that reflect diversity, race, culture, disability and gender. They undertake outings and trips to toddler groups, which enables them to develop an awareness of their immediate community.

The childminder has commendable relationships with children and their parents. Parents are extremely well-informed about the setting and access their children's diary folders on a daily basis. Parents are offered very good quality information about the setting which includes well-written policies and procedures. The childminder has a very good awareness of children's individual needs which ensures they receive a very good level of support. Parents report that they are extremely happy with the quality of care and the information they receive. A cohesive approach to learning with other early years settings had been developed, however, systems are not in place to ensure an equal partnership to children's progress in their learning.

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

Children are eager to attend the setting and they are settled in this comfortable and caring environment. Their learning and development is supported well through provision of a varied range of activities and resources that are interesting and stimulate their curiosity. Children are polite and very well behaved as the childminder has high expectations of good behaviour.

Children have access to a wide range of multicultural resources that show positive images of different people, their families and lifestyles. For example, there are imaginative play resources that reflect disabilities in abundance. Creative flares are enhanced as they take part in countless activities where they draw and paint, which aids in the development of small muscle skills as they use tools. Simple activities such as cooking and baking ensure that children develop an awareness of weighing, measuring, volume and time.

They are helped to problem solve and reason when playing games and the childminder makes good use of incidental opportunities to develop counting skills. They have fun entering into imaginative play with dolls and as they thread pretend

fruit onto the string. Children explore a good range of books, some of which they select themselves from the weekly visits to the book library. The childminder evidences children's achievements in their daily folders through use of meaningful photographs alongside observations. However, these observations do not clearly show plans for children's next steps.

The childminder supports children's welfare and safety well. For example, children learn about being safe through discussions about road safety where they know the ground rules for crossing the road. Good opportunities are provided for children to develop their physical skills both indoors and outside. Effective hygiene practices help to minimise the risk of cross-infection in this setting. For example, children use a pictorial guide to aid them when washing hands and they use separate towels for drying their hands. Some parents prefer to provide meals for their children and the childminder provides a range of healthy meals and snacks and ensures drinking water is always readily available.

## 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	1

### 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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