

## Inspection report for early years provision

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<b>Unique reference number</b>	120665
<b>Inspection date</b>	09/03/2011
<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 2000. She lives with her husband and two children who are aged 17 and 15 years old, in Knaphill, Surrey. The property is situated within easy reach of local shops, schools, park and pre-schools. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight and is currently caring for two children in the early years age range on a part-time basis. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group and takes children to the library and local parks. The family have two cats and chickens as pets. The childminder is registered on the Early years Register and the Compulsory and Voluntary part of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making progress in their learning and development and effective arrangements are in place to promote their safety. The childminder provides children with a welcoming and loving environment and she understands the benefits of encouraging children to make choice in their play. However, there is less opportunity for children to enjoy activities which are adult-led, make use of the outdoors and have clear learning outcomes which will help to enhance their experiences. The childminder has developed some aspects of her provision which has had a positive impact on the children who attend and has some further plans to make future developments.

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

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

- ensure that there is a balance of adult-led and child-initiated activities, delivered through indoor and outdoor play, which provide appropriate experiences in relation to each child's stage of development as they progress towards the early learning goals (Organisation). 23/03/2011

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

- utilise training provided by the local authority and other sources to help

develop an understanding of the learning and development requirements and develop how observations should be used to plan future activities which support each child's next steps in learning

- seek information from parents regarding children's starting points in learning in order to ensure that early activities reflect children's interests and provide appropriate challenge.

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

Children are effectively safeguarded. The childminder has a sound awareness of potential risks within her home and checks aspects of the home environment, such as fire detection equipment, annually to ensure that it is in full working order. The childminder deploys herself well and recognises where younger children need additional support or comfort when she is leaving the room, helping them to feel secure as she takes them with her. The childminder has a range of resources for children to access and these are rotated to offer children choice. Resources are sought with the children's ages in mind and regular checks ensure that toys and books are safe and clean.

The childminder has some plans to develop her provision including providing more activities which support children in developing their confidence. She plans to do this through visiting different toddler groups and extending outings with the children in the summer months. However, the childminder has not recognised that children are not always effectively provided with a balance of adult-led activities which would provide children with interesting and exciting opportunities to promote their future learning. The childminder has attended training in the past to support her develop her provision, although this has not been attended recently and the childminder has not received support with how to implement the learning and development requirements. This means that some aspects of her provision are less well developed.

The childminder has previously supported children who have had special educational needs and demonstrates a secure awareness of how to provide support to individual children, for example, through discussing concerns with other early year's settings which they attend where appropriate. The childminder currently takes and collects children from local schools and finds out from wall displays about what children are learning about, using this to encourage some discussion about their day on the way home.

The childminder shares adequate information with parents about how children are beginning to make progress in some aspects of their development, although she currently does not seek information regarding children's starting points in learning. This would help to ensure that activities provided by the childminder are based upon their interests and reflect their current stages of development. Parent's comment that they are happy with the service that the childminder provides and reflect on how settled their child is in her care.

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

Children are visibly at ease in the childminder's care. They enjoy looking at books with her, noticing what they can see in the pictures and developing an awareness of difference as they talk about the facial expressions of the babies in the book and how they must feel. When looking at another book together, children laugh as the childminder makes the noise of a bee and enjoy her joining them in their activities. Children enjoy being given some challenge in their play, such as when they attempt to thread cotton reels onto some string. However, the majority of their play is child-led and activities lack challenge to promote new ways of thinking. This means that children are not effectively stimulated and encouraged in their exploration and quickly lose interest.

The childminder provides opportunities for children to develop their awareness of keeping healthy and some aspects of this have been developed to promote children's good health. For example, nappy changing routines have been reviewed since the last inspection to ensure that the risk of cross infection is limited. However, children are less well encouraged in developing their own hygiene routines before eating snacks and outdoor activities are less well planned. Children are beginning to develop an awareness of keeping safe, with the childminder offering reminders for taking care as they play and packing away some resources when they become a trip hazard. The childminder supports children's awareness of what to do in the event of a fire, although as this is only practiced annually with the children, their on-going understanding is not always effectively supported.

The childminder demonstrates that she generally knows the children well and recognises what the children enjoy and in some cases what they struggle with. Activities are planned in some instances to support their progression, for example, planning trips to toddler groups to support children in their social skills and to help them to make new friends. However other opportunities to support their on-going development are less well planned for. For example, although the childminder recognises that some children do not enjoy music and singing activities at toddler groups when they are becoming tired, she has not planned adult-led activities to support their enjoyment of music, dance and song within the home environment when they are more eager to play.

Children enjoy being physical as they visit parks after school with older children and are supported as they climb up small sides and use swings which helps them to develop their gross motor skills. However, the outdoors is not currently fully utilised to promote other opportunities to explore different areas of learning, for example early mark-making and exploring the natural environment. Children are generally making satisfactory progress in their learning and are supported in developing co-operation skills and show an interest in their surroundings. This helps them to secure the skills they require in order to progress further in their learning and development.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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