

## Inspection report for early years provision

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<b>Unique reference number</b>	EY356287
<b>Inspection date</b>	16/03/2011
<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 2007. She lives with in Woking with her husband and their two children aged six and seven years old. The ground floor of the house is mainly used for childminding, with toilet facilities available in this area. There is provision for children to sleep on the first floor. There is a fully enclosed garden for outside play and the family have one cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children in the early year's age range. There are currently two children on roll in this respect. The childminder walks or drives to local schools and nurseries to take and collect children. The childminder attends the local parent/toddler group, the local library and takes the children to local parks.

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

Overall the quality of the provision is good.

Children are happy and settled as they attend the provision and are making good progress in their learning. Effective procedures are in place to ensure that children are kept safe and the childminder has excellent partnerships with other early years' provisions which children attend to ensure they can work consistently together to support each child. The childminder demonstrates a good understanding of the strengths of her provision and also areas which would benefit from further development. This ensures that future plans are well targeted and will have a beneficial impact on the children who attend.

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

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

- explore ways of supporting children's interest in early literacy and plan activities both indoors and out to support their interest in books, story-telling, rhymes and poems
- develop how observations are used to plan future activities, taking account of information provided from parents, to support consistent progression across all areas of learning.

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

Systems in place to ensure that children stay safe whilst they are in the childminder's care are good. The childminder completes effective risk assessments which successfully recognise aspects of the home which are a potential hazard and

action is taken to minimise these immediately. The childminder has a thorough understanding of issues surrounding safeguarding children and clearly understands the action to take if she had concerns regarding a child's welfare. The childminder has good relationships with parents who are happy with the care the childminder provides. Key information is shared to ensure parents are kept well informed about how she is supporting each child in their progress and she offers examples of activities to encourage some extended home learning. Some information is sought concerning children's starting points in their development when they first attend the setting, although this could be further developed. Children who attend other early years' provisions are exceptionally well supported due to the childminder making secure links with other early years' providers. Accurate information is fully shared, allowing activity plans to be considered in partnership, working together consistently to support each child in their specific next steps of learning.

Children are confident in the childminder's care and enjoy practising their independence as they help themselves to a wide range of resources. Children enjoy being able to select these from low level cupboards and enjoy the childminder being involved in their play. The childminder supports children who have some additional health needs and works with parents to ensure these needs are met very well. She supports other children in learning to respect others and provides a range of resources which depict different cultures, beliefs and traditions. This helps children to learn about equality and value each other's differences. The childminder does not currently care for children with special educational needs, although she demonstrates a good understanding of how she would address concerns about children's development and work with parents and other professionals to support the child fully.

The childminder evaluates her provision very well and has developed targeted plans to improve the provision further. The childminder has recently started studying for a relevant childcare qualification and uses this to plan new ideas to implement within her setting. Through working closely with other childminders in the area she is in a good position to share best practice, resources and join together for group activities. This helps to encourage social skills and develop good friendships between children. Future plans to develop the provision further include introducing a newsletter for parents and developing termly learning goals to help support children in all aspects of their learning and developmental needs. These improvements are planned based upon a clear awareness of the provision and the targets set are both realistic and challenging. As a result they will have a beneficial impact on the children and parents who use the childminder's service.

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

Children are very happy and settled in the childminder's care. They eagerly access the activities on offer and enjoy making choices throughout the day. The childminder demonstrates a good understanding of the children who attend and generally uses observations of them in their play to plan activities which will help to support them in their future progression. The childminder has recently reviewed

the way that she plans activities and has since decided to offer activities based around themes, helping children to enjoy a wide range of play opportunities which are based upon something which is relevant to their interests.

The current theme is farms and the children enjoy exploring their awareness of the world as they decide to use small fences to pen the animals in to keep them safe at night. Children enjoy discussion with the childminder about their activities and are challenged to think about what might happen on a farm whilst developing their use of number as they count the different animals they see. Children are confident in their use of language and enjoy learning new words and practise using these to label different colours and match them to other items of a similar shade. The childminder recognises aspects of the children's development that they enjoy and also those areas of learning which are not as popular, such as reading and story-telling. However the childminder has not yet fully considered how to increase the children's interest and enjoyment of early literacy and story-telling in both the indoor and outdoor environment.

Children are very well supported in learning to be safe during their play and develop a high awareness of how to keep safe on outings, such as when visiting the beach the childminder supports children in learning about potential risks and reminding them to hold hands and keep together. Children enjoy being active as they visit local parks and are developing a good understanding of making healthy food choices as they discuss healthy pizza toppings when they are cooking and tasting fresh strawberries growing in the garden. Children are confident in their own health care routines and the childminder recognises how to encourage this, such as through devising a simple song to sing as children wash their hands, helping to make the activity more fun. The childminder is currently reviewing how she uses the observations she takes of children to enhance their development and aid future progression. Through developing this children are likely to achieve more consistently across all areas of learning, including those which are currently less well developed.

Children are becoming active and inquisitive learners and are developing a very good understanding of working together and learning about how to behave in a positive manner. Children enjoy playing with a range of toys and games, happily taking turns and developing their co-operational skills. Children show interest in their play and as the childminder evaluates planned activities very well they remain stimulated and involved.

## 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	1
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	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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