

## Inspection report for early years provision

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<b>Unique reference number</b>	160468
<b>Inspection date</b>	15/06/2011
<b>Inspector</b>	Maria Conroy
<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 2001. She lives with her husband and school age child in a residential area close to Englefield Green, Virginia Water and Egham in Surrey. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder drives and walks to local schools to take and collect children. She attends local parent and toddler groups and takes children to the local parks.

The childminder is registered to care for five children under eight years at any one time, of these, not more than three may be in the early years age group and is currently minding four children, of these three are in the early years age range. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the local childminding network, called Children Come First.

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

Overall the quality of the provision is good.

Overall children are happy and settled, the childminder is very much aware of their individual requirements, through the information obtained at the beginning of the placement and through ongoing discussions with the parents. The childminder has effectively undertaken the process of self evaluation; clearly identifying further areas that will improve her practice including, learning Makaton. The recommendations highlighted at the previous inspection have been met.

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

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

- make full use of all activities provided to enhance mathematical concepts

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

The childminder has a good understanding of safeguarding issues and has written procedures to refer to if necessary, with all the required telephone numbers. There are suitable systems in place which protect all children; for example a regular risk assessment is undertaken on the areas used by the children and the outings they participate in. There are a range of policies and procedures in place to protect and safeguard children, which are shared with parents, who sign to say they have read them, this ensures, they are familiar with how the childminder operates.

The childminder has high expectations and sets high standards, for example becoming part of the accredited childminding network. As a result of being an accredited childminder this will enable children to receive continuity of care while being provided their funded education in familiar surroundings. The childminder has undertaken the process of self evaluation and continually seeks the views of the families in her care, through the means of questionnaires, while older children write their views of what they like to do when they come to the childminder. The childminder consistently updates her professional skills and knowledge by attending training for example safeguarding, domestic abuse and supporting learning and development. In addition she also attends cluster evenings and sources ideas for planning through the internet.

The childminder has developed a positive relationship with the children in her care and as a result they settle well and are confident in following daily routines and exploring their surroundings. Resources are attractively arranged when children arrive and storage boxes are labelled clearly to help children with tidying up. In addition a photo album of the resources enables all children to make choices as to what they would like to play with. The childminder supervises children well and interacts with them throughout their day posing open ended questions to make children think for themselves.

The childminder interacts positively with the children ensuring equal time and attention is given to all children that attend. The childminder obtains information at the beginning of the placement to ensure she is fully aware of their individual needs. Children's home language is valued and the childminder finds out key words from parents so she is clear on what children are asking for. She continually liaises with parents to ensure she is kept fully up to date with how children have been over the weekend to ensure she provides the care they require on each day they attend. Children have the opportunity to take part in activities to promote their awareness of different cultures and have resources and pictures around them to promote positive images of different abilities.

The childminder works effectively with parents, who are provided with a daily diary to keep them informed of what they child has eaten, what they have been doing and other relevant information. In addition the childminder regularly sends home the children's profiles with their developmental progress, highlighting what she is working on with the children including photographic evidence of the range of activities children have taken part in. Parents comment they particularly like the action packed days and the way in which the childminder asks out about children, when they return after the weekend to ensure she meets their individual needs.

The childminder is aware of her responsibility to work with other professionals to support the children in their care, if children are attending another early years setting. She has previously worked with other settings by keeping up to date with their newsletters to find out what topics children are working on and relaying information back to the parents as and when necessary.

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

The childminder has a good knowledge and understanding of the learning and development requirements. A range of activities are planned both in the home and through local outings to promote all six areas of learning, although on some occasions mathematical concepts are not always incorporated into all activities provided. The childminder regularly observes the children clearly identifying next steps for their learning, which supports the planning of the activities for individual developmental needs. The childminder meets up with other childminders and together they develop an annual plan of topics they will cover during the regular meetings they have, as a result children socialise with other children of a similar age and have access to a wider variety of equipment.

Children have fun as they take turns riding the truck down the wavy track; they clap hands and giggle as they watch their friends having a turn. They enjoy dressing up and independently put clothes on and take their shoes off when they come in from outdoor play. They happily pretend to chat to their parents on mobile phones and learn how to use battery operated toys. Children sit with the childminder and enjoy reading books, identifying familiar items; they build and create using a range of bricks and small play people, take part in puppet shows, have fun running after bubbles and sing songs. As a result children's skills for the future are actively promoted.

The childminder is gentle and caring providing children with a strong sense of security and feeling safe within the setting. They are learning to keep themselves safe through well planned activities such as role play. For example, they learn how to cross the road, when to stop their sit and ride car according to the traffic light and when they can cross the zebra crossing. They have fun as they visit the local fire station, taking pride as they sit in the cab of the engine. They regularly talk about fire safety and practice what they would do if they had to get out in the event of an emergency.

All children show an exceptional understanding of the importance of following good personal hygiene routines. They show an excellent understanding of healthy eating and thoroughly enjoy their home made meals and healthy snacks. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of fresh air and regular exercise as part of maintaining a healthy lifestyle. They participate in growing their own vegetables, such as carrots and beans, in the allotment; the childminder supports children's learning with the use of age appropriate gardening reference books. Children enjoy regular visits to the park, going on local walks and using the wide range of garden equipment available.

Children are confident, showing good levels of self-esteem and building strong relationships within the setting. They enjoy regular opportunities to meet and play with other children of a similar age both in the home and through attending community groups, for example the children's centre. All children get on well together, sharing and taking turns during their play and to be considerate to each

other.

## 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	1

### 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	1
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	1
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	1
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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