

## Inspection report for early years provision

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<b>Unique reference number</b>	139819
<b>Inspection date</b>	24/06/2011
<b>Inspector</b>	Janet Thouless
<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 has been registered since 1994. She lives with her husband and two teenage children in Wallington, Surrey. The whole of the ground floor is mostly used for childminding purpose. However, children use the first floor to access the bathroom facilities. There is a fully enclosed garden available for outside play. The home is situated close to local bus and train routes. The family have two cats, two rabbits, two frogs, two gecko's and one snake.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than three may be in the early years age group. She is currently minding four child in this age group. She also offers care to children aged over five years to 11 years. All children share the same facilities. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. She makes provision for children who speak English as an additional language. The childminder supports children with learning difficulties and/or disabilities.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

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

Overall the quality of the provision is good.

The childminder promotes all aspects of children's care, welfare and development and they are cared for in a warm, friendly home environment where their needs are well met. Good relationships with parents help ensure that children make good progress in their learning, given their age, ability and starting points. The childminder has a positive attitude towards developing her practice and takes appropriate steps to identify and improve the quality of the service on offer.

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

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

- develop further systems for planning, observations and assessment, use the information gained to plan for children's next steps in learning: also share children's individual observations with their parents
- update the safeguarding policy to include procedures to be followed in the event of an allegation being made against the childminder or an adult and share this information with parents .

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

The childminder is clear about her responsibility to safeguard children and is aware of signs that a child may be at risk of harm. However, her current policy does not include procedures to be followed in the event of an allegation being made against the childminder or other adults within the home. Written policies and procedures are in place which are shared with parents so they know how the childminder operates within the regulatory framework. The childminder has attended first aid training helping her to care for children appropriately in the event of a child's accident or illness. Effective risk assessments are in place for the home, garden and outings to identify and reduce potential hazard to children. She has begun to make effective use of self-evaluation to help her identify her strengths and priorities for future development to improve the quality of her provision for all children.

Space within the childminders home is well organised so all children are able to move around freely and play. Resources are of good quality and suitable for the children playing with them. Children confidently select or request what they want to play with. As a result, children are able to make independent choices in their play and learning which are appropriate to their ages and stages of development. Play resources provide positive images for children to promote their awareness of culture and diversity.

Parents are appropriately informed about the provision and their child's progress through daily discussions with the childminder. This ensures parents are fully updated and involved in supporting their children's learning and development at home. Parents can access copies of the childminders policies and procedures. This ensures they are fully aware of the service on offer. The parents express positive very positive views on the childminders' practice through letters made available at inspection. The childminder is aware and has a commitment to, working in partnership with others to ensure children receive the support they need and benefit from continuity in care and learning.

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

The childminder has developed strong and caring attachments with the children. Children are happy, confident and settled and receive good support with their learning and development. As a result, children feel safe and secure in the childminder's care. Many opportunities are provided for children to make choices about what they do. A selection of resources are laid out each day according to their individual interests, children then chose what they want to play with. All the available resources are regularly rotated so children benefit from playing with most of them at some point in their time with the childminder. The childminder effectively monitors children's development through informal observations and assessments so they are being appropriately challenged in line with their individual

needs and interests. However, observation and assessment do not identify their next steps for learning to inform future planning.

A good balance of adult led and child initiated activities are planned and many are devised as a result of children's own interests. They are very keen to communicate with the childminder and they use language well to start conversations to express their thoughts, feelings and ideas. Whilst playing children discuss pirates, the childminder extends their thinking by asking them many open ended questions for example 'where is the hidden treasure' and 'how do we get there'. Through conversation they reach the conclusion that the hidden treasure is at the top of a mountain, how they need to make a trail to get there and a spade to dig up the treasure. As a result, children are developing ways to connect ideas and explain things.

The childminder manages children's behaviour appropriately, providing a good role model for politeness and consideration of others. For example, children are encouraged to use good manners by saying please and thank you. This helps build important personal, social and moral development skills to help them establish and maintain positive relationships with others. Children know they are valued as the childminder listens to what they say, responds in a kind and caring manner, supporting their self esteem and confidence at all times.

Children's awareness of a healthy lifestyle is effectively promoted through the provision of home cooked, nutritious meals, snacks and drinks. Children enjoy sociable meal times as they sit down to eat and drink and are learning good table manners as they use "please" and "thank you". They understand the importance of good hygiene practice by washing their hands after using the toilet and before meals. The childminder herself follows good hygiene routines throughout the provision, preventing the spread of infection.

Children's physical development is promoted well as they enjoy daily opportunities to develop their large muscle movement with daily visits to local parks and drop in groups. Sensible guidance from the childminder such as not going too near someone using the swing helps children learn how to keep themselves safe. When the lounge door closed children knew instantly to place the doorstep underneath to prevent it from closing. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

## 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	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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