

## Inspection report for early years provision

---

|                                |             |
|--------------------------------|-------------|
| <b>Unique reference number</b> | 160423      |
| <b>Inspection date</b>         | 22/02/2011  |
| <b>Inspector</b>               | Cathy Hill  |
| <b>Type of setting</b>         | Childminder |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder lives with her husband and three children, aged 16, 19 and 21 years, in a house situated in the outskirts of Woking, Surrey. The ground floor of the childminder's home is used for childminding, with sleeping and toilet facilities in this area. There is an enclosed garden for outdoor play. The provision is within walking distance of local amenities and the childminder takes and collects children from the local schools.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of which no more than three may be in the early years age range. She is currently caring for four children in this age group at various times during the week. She also offers care to children aged over five years to 11 years.

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

Overall the quality of the provision is good.

The childminder very effectively organises her practice to provide children with a happy, welcoming, family environment for their care, learning and play. Children thrive within the childminder's care and are making outstanding progress with their learning. All children are fully included within activities and receive high levels of support. A range of documentation is in place to support all areas of the childminder's practice with most records containing good detail. The childminder is enthusiastic and professional and has a very positive attitude towards continuing improvement. She has been proactive in attending training to continually develop her own knowledge of early years practice.

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

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

- improve detail within documentation by including Ofsted's contact address within the complaints procedure, children's full names in attendance records and by showing the links between children's next steps and learning areas in their development records.

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

Children's welfare is safeguarded well by the childminder. She has attended safeguarding training, has a written child protection policy and maintains a file full of information relating to protecting children from harm. Children have excellent

relationships with the childminder and are totally relaxed in her care. They turn to her for support with play and conversation flows freely showing they feel safe and secure within the familiar surroundings of the childminder's home. The childminder supervises children well and maintains risk assessment records for both her home and outings she takes children on. Hazards within the home have been identified and minimised to ensure children play safely. The childminder makes excellent use of her time and resources to provide children with an extensive range of activities and experiences which promote learning in all areas. Resources are labelled and stored in clear plastic crates in the playroom. They are rotated to maintain children's interest and stimulation and include resources which help children learn about diversity. The childminder has an excellent knowledge of children's individual needs and treats all children with equal concern and respect. Documentation in support of her practice is well maintained, although some lacks a little detail, for example, Ofsted's contact address is not included within her complaints procedure and not all attendance sheets record children's full names.

The childminder has established good partnerships with others involved in children's care and education and relevant information is shared about children's development. Her partnerships with parents are outstanding and parents are kept very well informed about their child's achievements, well-being and development. Parents are extremely positive about the childminder and find her to be a 'great childminder' who is 'warm and caring'. The childminder is committed to continual improvement and has developed her own knowledge through attending training on topics, such as mark-making and supporting behaviour. She has completed a self-evaluation form reflecting on her practice and has addressed recommendations made at her last inspection. Resources are continually being extended to support children's play and learning.

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

Children have a fantastic time at the childminder's where they actively occupy themselves with purposeful play. The childminder plans her time well so children have opportunities for free play and also to take part in adult-led activities. Excellent learning journey records are maintained for all children showing their progress in learning in all areas and their next steps in development, although these do not show the links to the relevant learning areas. Children have great fun developing their future skills whilst engaged in stimulating and challenging, but achievable activities. They show an eagerness and excitement to learn as they enthusiastically clap their hands and grin broadly when the childminder suggests doing some puzzles. All children choose a puzzle and wait patiently for their turn to try and join the puzzle pieces together. The childminder praises and encourages children with their play and children develop in self-esteem as their efforts are applauded. Children's behaviour is exemplary and they amicably share resources, such as modelling tools, and include each other in play. The childminder acts as a positive role model regarding manners and children respond well to her. She has high expectations regarding behaviour and sets firm but fair boundaries for all children. Children show sustained concentration as they sit together to make

models from dough. They talk confidently about the different shapes they are making and show good fine motor control as they carefully and safely use a variety of tools as they play. The childminder uses opportunities as they arise to develop children's learning. She supports children in making letter shapes from lengths of dough corresponding with the initial letter of their name and then reinforces the letter sounds with them. Children enjoy listening to nursery rhymes as they model and join in with the words of some of the songs.

Children use their imagination well as they engage in role play activities. They dress as firefighters and policemen and use toy phones to hold conversations. The childminder plays with children at their level and interacts with play encouraging children to extend activities with suggestions on what they could do. For example, she encourages children playing with dolls and a tea set to use the small world cooker and play food to prepare a meal. Children recognise and name some of the play food items and the childminder reinforces the colours of items, such as the green peas. Children keep safe as they play as they listen to the childminder when she reminds them, for example, not to run in case they slip. They are secured in booster seats at the table for craft activities and learn how to keep themselves safe as they take part in regular fire drill practises. A poster about the Green Cross Code is displayed to develop children's awareness of road safety. The childminder's policies and procedures help protect children from illness and infection. Children play in a clean home environment and use individual wipes to clean their hands after using the toilet. The childminder works in partnership with parents, who provide children's food, to meet children's individual dietary requirements. Children have daily opportunities for fresh air and use play apparatus in the childminder's garden and at parks to help develop their physical skills.

## 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   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| 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 |
|--|---|

### 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    | 1 |
| 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        | 1 |
| The extent to which children develop skills for the future       | 1 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

|   |     |
|---|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
|---|-----|

|  |     |
|--|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--|-----|