

## Inspection report for early years provision

---

|                                |                   |
|--------------------------------|-------------------|
| <b>Unique reference number</b> | 120685            |
| <b>Inspection date</b>         | 09/08/2011        |
| <b>Inspector</b>               | Jacqueline Munden |
| <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 was registered in 2001. She lives with her husband, adult daughter and two school-aged children in Farnham, Surrey. The downstairs area of the home is used for childminding and there is a fully enclosed garden for outside play. The family has a dog and a hamster.

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 six children under eight years. Of these, three may be in the early years age group at any one time. At present, she is caring for 10 children, four of whom are in the early years age group.

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

Overall the quality of the provision is good.

Children thrive in the safe and caring environment where they are all valued and included. Strong relationships forged with parents and others involved in children's care ensures their individual needs are met well. Overall, children's learning and development is promoted successfully. The childminder evaluates her practice effectively enabling her to identify areas to further develop; this demonstrates a strong commitment to drive improvements for children.

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

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

- extend learning and development opportunities through further improving systems of observation and assessment to track children's progression in all aspects of the areas of learning. (Practice Guidance page 12, 2.10 & PIP card 3.1.)

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

The childminder gives high regard to promoting children's safety. Thorough risk assessments are conducted within the home and for outings with effective measures being taken to minimise possible risks; for example, children wear high visibility vests when out walking. The childminder and members of her household are suitably vetted. She has updated her training in child protection and is clear about the procedure to follow should she have a concern regarding a child in their care. A comprehensive range of policies and procedures that underpin the childminder's good practice are shared with parents. All the appropriate records and parental consents are in place to ensure children's good health and welfare

are promoted. The childminder organises her home and time very well enabling her to provide a clean and stimulating learning environment for children to play and explore both indoors and outside.

Since the last inspection, the childminder has made many improvements to her provision. She evaluates her practice effectively, seeking the views of parents and children to help her identify areas for development. She has updated her training in first aid and attended workshops to increase her knowledge in promoting children's learning through play. The childminder is keen to continue to drive improvements in her setting and has plans to widen the range of activities she provides outdoors, such as growing and caring for plants.

Equality and diversity are promoted well. A wide range of resources is accessible, many of which promote positive images of all people in society such as multi-cultural dolls. Although no children with special educational needs and/or disabilities attend at present, the childminder is clear how she will support them. The childminder ensures she knows about children's medical conditions to enable her to offer appropriate support. Close liaison with other providers of the Early Years Foundation Stage to which children attend ensures continuity in their care. The childminder forms strong partnerships with parents from the outset which benefits children. Effective systems are used to share information on a regular basis. As well as discussions, these include a written record of their development. However, the record does not allow children's progress to be tracked to ensure each area of learning is covered to fully promote their ongoing development. Parents are fully involved in their child's learning as they contribute to the planned next steps the childminder uses to help children make progress. Parents report they are very happy with the care their children receive and the progress they make.

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

Children are very happy and settled as they feel safe and secure with the childminder. Baby's individual care routines are met well and they form strong bonds with the childminder as she holds them while being bottle fed. Children enjoy and achieve well, as their individual needs and interests are considered when the childminder plans a wide range of activities both in and outside the home; for example, they take part in cooking activities where they discover the sticky jelly cubes dissolve in hot water and then set into wobbly jelly that they can eat. This helps them experiment and explore how things can change. They broaden their language as they learn and use new words such as 'wobble' and start to learn about volume as they measure and pour the water into the jelly. They show great delight as they take a bowl of the jelly home to share with their family. Children learn about where food comes from as they collect apples from the garden to make fruit crumble. Children benefit from outings to local places of interest for picnics and to learn about sea life.

Children equally enjoy initiating their own ideas and selecting resources in the

childminders home and garden; for example, they develop physical skills as they play ball games and build with construction bricks. Babies enjoy exploring the varied range of toys carefully placed around them to encourage them to move and stretch their bodies. They develop small muscles and coordination as they shake rattles and feel the textures of fir cones and the grass. The regular outdoor play means children get plenty of fresh air and learn about healthy lifestyles. They generally follow effective hygiene routines as they wash their hands before eating; however, they share a towel to dry their hands which does not always fully prevent the risk of cross infection.

Children learn good skills for the future as they use electronic toys and make marks. Creative development is highly encouraged to help children increase skills and confidence in using different materials and tools. Resources are carefully provided to ensure all children can take part at their own development level, such as easy grip paint pens as well as paint brushes. Some interesting planned craft activities allow children to learn about different cultures, such as making fans at Chinese New Year. Children make a very positive contribution as they learn to manage their behaviour and take turns when playing games. They respond well to the childminder's calm and consistent approach. The childminder uses a soft toy guide dog to help children broaden their understanding of people with disabilities. Children are confident and develop independence. Children are learning effective ways in which to keep themselves safe; they follow clear procedures when out walking and crossing the roads.

## 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 |
|--|---|

### 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 |

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 |
|--|-----|