

## Inspection report for early years provision

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<b>Unique reference number</b>	403919
<b>Inspection date</b>	04/07/2011
<b>Inspector</b>	Gillian Cubitt
<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 registered in 2001. She lives with her husband, two adult children and one younger child in Cheam, Surrey. The home is close to public transport services and there are parking facilities outside the house. The whole ground floor of the childminder's house is used for childminding. Children mainly use the conservatory as a playroom. Children do not use upstairs rooms, apart from the bathroom and toilet. The family has one pet dog. 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 at any one time, and is currently minding four children aged under eight years who attend both on a full and part-time basis throughout the year. The childminder also cares for children aged over eight years.

The childminder holds a National Vocational Qualification at level 3. She drives to take children on outings and walks to local schools to take and collect children. She attends various child centred activity groups, including visiting local parks.

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

Overall the quality of the provision is good.

The childminder has a thorough knowledge and understanding of each child's individual needs and has established generally effective systems for planning and observing children's progress in the Early Years Foundation Stage. Policies and procedures necessary to safeguard children on the premises are well-organised and shared with parents. Written risk assessments for the registered premises are very robust. She has a secure knowledge of children's individual family and home circumstances and shares a range of information with parents about children's learning and development. The childminder has established generally effective links with other childcare and education providers to ensure continuity of care. Regular self-evaluation ensures that any priorities for future development are appropriately identified and acted on.

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

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

- develop the present method of assessment that records children's achievements to show a clear track of children's progress
- develop further the links with schools to continue to promote consistency in children's early learning when they start in their Reception class.

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

Children's care and learning are promoted effectively because the childminder has an appropriate knowledge and understanding of the Early Years Foundation Stage framework. She has a secure knowledge of her legal duties and responsibilities with regards to child protection issues. Successful partnership working with parents and the sharing of information with regard to the correct maintenance of records also help to safeguard children. The childminder's attention to the detail of her risk assessments ensure that all areas of her home and when on outings are rigorously covered, which ensures children's safety and well-being are very secure.

The childminder has a friendly and effective partnership with parents. She understands children's individual home circumstances and is flexible in providing children with appropriate and sensitive support. Parents are valued as partners and are confident in the childminder's ability to meet the individual needs of their child, commenting on how well the childminder links into children's interests. Parents are well informed about the service the childminder provides in a number of ways. For example, they are provided with access to policies and procedures, written observations and photographs of children's experiences, and they exchange information verbally at the start and end of each day. The childminder has established effective partnerships with other local childcare providers, although there is limited information sharing with Reception class teachers. The childminder takes children to a variety of local groups and children's centres to support their learning and development.

The childminder deploys her resources effectively to support children's learning and development. Her wide range of toys and resources are appropriate for all age groups and inform children of the wider world and cultural diversity. Furthermore, the childminder's policy statements show an inclusive, anti-discriminatory approach to her business. These are shared with parents at the start of childminding, underpinning her resolve to promote equality and diversity in everything she does.

The childminder is committed to improving her childminding practice through ongoing training and through seeking the views of parents, for example, through written questionnaires. She has established an effective system of continuous improvement to ensure that her practice supports children to make good progress. She recognises her strengths and identifies any areas for improvement and takes action to address them. For example, she already has a formal childcare qualification and has recently undertaken further courses, such as reviewing children's personal and social development, as well as updating her understanding of safety with regard to fire. She is vigilant in ensuring her first aid training is updated. The childminder constantly reviews her home to ensure children gain the maximum enjoyment. This is achieved in the summer months by extending the conservatory play area to the garden. Here, children have a marquee to enable them to freely access inside and outdoor play, as well as having shady areas to protect from them from the sun. Overall, these continuous improvements help to improve the overall quality of the early years' provision and the outcomes for

children.

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

Children are content and enjoy their time in the childminder's care. She has a created calm, welcoming environment and provides children with sensitive and age-appropriate support, working with the guidance of the Early Years Foundation Stage framework. This means that children have opportunities to make good progress in their learning and development. For example, the childminder supports children's enthusiasm to be pirates, helping them to make pirate hats and creating the boat together, with the "Jolly Roger" flag by using one of the children's rocking toys in the garden. She extends children's fascination with water by sharing books about creatures that live in water and this also supports their love of books. Furthermore, the childminder helps children to create a water feature in the garden with stones, sand and shells. Children talk constantly in their role play whilst burying their hands in the wet sand and using plastic fish and crabs, as well as seeking treasure with the toy divers. Children learn because the childminder asks a range of age-appropriate questions. For example, questions about what the sand feels like, and the different shapes and colours they see. This supports their problem solving, reasoning and numeracy skills. Additionally, as two children role play in the hospital tent with dolls, she asks questions about how we care for ourselves and for others. Children's physical development and social development are well promoted, as the childminder provides regular opportunities to go on outings to parks and children's groups, as well as special trips to adventure parks. On these outings, they meet new friends and play on a range of equipment.

The childminder has established a system for observation and assessment which is recorded in the form of photographs with comments. The childminder identifies children's development and achievement through a sequence of photographs with comments. These do not always show children's next steps in their learning and development to give the childminder and parents a clear overview of children's progress. Nevertheless, the childminder's current system of planning is based upon children's interests and she ensures her activities fully cover the six areas of learning. This gives the children good foundations for developing their future skills.

Children's awareness of safety is excellent because the childminder has rigorous systems in place to check her home environment, and these systems include the children. For example, the childminder explains to children how to behave, and older children see the house rules displayed. Younger children share toys and play happily by themselves and feel confident to explore the garden because they feel very safe and know the childminder is close at hand if they need assistance. Children learn about safety in many other ways in their every day activities, such as when going out. They belong to the 'traffic club' where they learn to stop, look and listen before crossing the road. Additionally, the childminder plans games and activities in the home to reinforce children's understanding of safety when outside. Other exciting activities inform children about safety, such as visits to the local fire

station, where children chat to fire officers and engage in activities that teach them the dangers of fire.

Children's health is supported well. They play in a well maintained home and learn good daily personal hygiene routines. Healthy snacks and drinks are available and children enjoy the social experience of sitting together during snack and meal times. Children also enjoy visiting the local Mencap Cafe where they learn about healthy eating whilst socialising with a wider range of friends with different needs. This also supports children's understanding of the society in which they live, and the childminder further develops this through stories and play resources, which increase their awareness of culture, gender and ability.

## 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	1
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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