

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY424901    |
| <b>Inspection date</b>         | 06/09/2011  |
| <b>Inspector</b>               | Ann Moss    |
| <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 2011. She lives with her husband and three children aged 14 years, 10 years and 18 months. The family lives in Ashted, Surrey, close to shops, parks, schools and transport links. The whole of the childminder's home is used for childminding and a garden is available for outside play. The family has two cats, a dog and small caged pets.

The childminder is registered to care for a maximum of five children under eight years at any one time; of these, two may be in the early years age range. The childminder is currently minding two children in this age group. She also offers care to children aged five to 11 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide overnight care for two children under eight years.

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

Overall the quality of the provision is satisfactory.

The childminder's knowledge of each child's needs enables her to promote their welfare and learning appropriately. The arrangements for working in partnership with parents are developing. All of the required documentation is in place. Children enjoy learning through play but observation and assessment are not yet embedded in practice. Self-evaluation is not fully secure, although the childminder demonstrates some capacity for continuous improvement.

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

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

- improve the system for observation and assessment, to make the best use of information about children's starting points and to inform planning for children's next steps
- involve parents as part of the ongoing observation and assessment process
- improve the systems to review and assess practice in order to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children.

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

Children are safeguarded in the setting as appropriate procedures are in place should any concerns arise. The childminder has attended training to further her knowledge of safeguarding issues. Risk assessments ensure children are safe in the setting and when on outings. A clearly defined procedure for the emergency evacuation of the premises is in place and fire fighting detection and control equipment are routinely checked and maintained in working order. Children are becoming aware of their own safety through the childminder's gentle reminders, such as not running indoors. The childminder has completed a local authority recognised course in first aid. All required records that promote children's health, safety and well-being are kept securely and confidentially.

Children have access to a satisfactory range of toys and activities, which they can choose freely. Outings to local groups and parks provide children with additional opportunities to be physically active, creative and to socialise with others. Activities and arrangements promote inclusion as well as independence. Children enjoy a good range of practical learning opportunities. For example, they explore cultural differences through books and resources, therefore promoting positive attitudes towards diversity.

Parents and carers are welcomed and relationships are positive; however, they are not involved in their children's learning and development. Partnerships with other early year provisions are managed through discussion with parents.

The childminder evaluates her practice informally but is not always aware of its strengths and areas for development. She has access to good resources, such as the local authority, to enable her to keep up-to-date with new developments in childminding. Consequently, the childminder demonstrates a satisfactory capacity to improve.

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

Children are happy and enjoy the range of activities available to them, which promote independent learning. The activities are balanced and meet the needs and abilities of the children. Provision for children in the Early Years Foundation Stage is sound. The childminder has developed her understanding of learning and development. She loosely plans play activities with the interests of children in mind. However, observation and assessment are in the early stages. As such, they do not take into account children's starting points or use information gained from assessment to help plan their next steps for development.

Children are happy and have freedom to explore their environment. They make good relationships with their peers because the childminder supports their friendships and cooperation; consequently children are settled and comfortable in the homely environment. They make full and effective use of the activities available to them and are beginning to use their imagination in role play situations. Children's communication and language are developing well, and they are beginning to ask questions and be inquisitive. They are developing skills in using tools that they choose for a particular task, such as a rolling pin and cutters for modelling dough. Children handle a range of bricks that encourage their interests in balancing and building things.

Children are adopting appropriate personal hygiene habits through hand washing routines, and are developing good manners and social skills. They are learning about healthy eating and making healthy choices during daily mealtime routines. Children feel safe in the setting. Adults have a close relationship with the children, so they readily approach adults for help if needed. Children enjoy their time in the setting. They are achieving and developing appropriate skills for future learning.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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

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| 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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