

## Inspection report for early years provision

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| <b>Unique reference number</b> | 121726           |
| <b>Inspection date</b>         | 13/09/2011       |
| <b>Inspector</b>               | Elizabeth Mackey |
| <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 1981. She lives with her husband and one adult son, in Worcester Park, Surrey. Her home is situated within walking distance of local shops, school and parks. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for six children under eight; of these, no more than three may be in the early years age range. The childminder also cares for children over eight years. The downstairs of the property and the upstairs bathroom are used for childminding purposes. There is a fully enclosed garden for outdoor play. The childminder has a number of pets, including birds and six cats.

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

Overall the quality of the provision is good.

Children enjoy a good relationship with the childminder who has a clear understanding about their individual backgrounds and abilities. She supports children well during play, enabling them to make good progress in the Early Years Foundation Stage. Good partnerships with parents and other childcare providers enable the childminder to meet the needs of all the children in her care. The safety and welfare of the children are given priority and the environment is generally well organised. Policies for parents are established and the required documentation is in place. The childminder effectively uses systems for self evaluation to identify areas for ongoing improvement and seeks the views of parents as part of her self evaluation process.

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

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

- improve the organisation and accessibility of resources to promote independent access for all children.

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

The childminder has a good knowledge and awareness of child protection matters and knows how to safeguard the children in her care. She has a clear understanding of her responsibility towards the children in her care. She is an experienced child minder and has established policies and procedures in place in the event of any safeguarding concerns. Required documentation to promote

children's health, safety and wellbeing is in place. Parents are provided with copies of policies and procedures, which are updated as required. The childminder's home is welcoming to children and play space is organised to enable children to move around safely. Generally, there is easy access to a wide variety of good quality play materials and resources that support children's play and learning. Babies can access age appropriate resources from low-level storage, which helps develop their confidence and autonomy. The resources for pre-school age children are available, however they lack organisation which restricts independent choice for some children. The childminder has a good understanding of each child's background and needs. She adapts activities where necessary to ensure children's needs are met and equality and diversity is successfully promoted. Children's cultural backgrounds are celebrated and information shared and discussed so the children learn about one another. Parents have access to a wide range of written information about the setting including policies and procedures, daily routines and menus. They are also kept up to date on a day to day basis through daily diaries, e-mails and verbal discussion. Regular observations sent to parents via e-mail are brought to life by beautiful photographs of the children at play. The childminder also builds effective links with other settings as needed, so that children experience continuity in learning and care. For example, when children at school are studying Egypt, she encourages them to make pyramids with building bricks, this helps to consolidate their learning. The childminder maintains her good practice through keeping up to date with good practice guidance and acting on feedback from parents in her evaluation of the provision. Actions taken are appropriately targeted to improve outcomes for children, such as developing her knowledge of observation and assessment and updating her paperwork so that all policies and procedures, to promote children's welfare, are clear and accessible.

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

Children are making good progress in the setting because they are stimulated and motivated by the range of indoor and outdoor activities provided. A well equipped garden promotes children's enjoyment of the outdoors and helps them to achieve well, particularly in their physical development. The childminder maintains a documented and photographic record of the variety of activities and experiences the children enjoy. Positive relationships between the families and the childminder promote consistency of care. The childminder knows the children really well and has cared for most of them since they were babies. She successfully balances their needs and incorporates their interests into the overall planning. Children are valued as unique individuals and some activities link to aspects of their own religious and cultural heritage. For example, they learn about each other and about the location of different countries, they sample food originating from different countries and talk about cultural customs. Children are adopting a healthy life style through the many opportunities to enjoy fresh air and exercise, including walks to the local park. Children have a clear understanding of the importance of good hygiene and healthy eating, through consistent and familiar routines. The childminder enhances children's understanding of this through the introduction of

themed activities; the current one is about the importance of hand washing. Children show they feel safe in response to the consistent and caring interaction with the childminder. She supports them well in their play and she is very attentive to their needs. The childminder makes regular observations of children's achievements and uses them to track their progress towards the early learning goals. Parents access this information and contribute to the planning for children's next steps. Children enjoy looking at books and cuddling up for a story. They have ample opportunities for mark making and drawing as they develop their understanding of letters and sounds. They enjoy natural opportunities to learn about the world around them. For example, they observe house building in the local community and their interest follows into the childminding environment, where they build their own structure with the bricks. They also learn about the life cycle of plants, through growing tomatoes. Children enjoy cooking, they bake and decorate cakes. Children enjoy watching the cats and the birds in the childminder's home. They are confident around the animals and are taught to be gentle when stroking them. Children become confident and independent learners, they are encouraged to have input into the activity plan. Simple activities, for example washing the car are used to encourage the children to explore different textures, learn new words, and discuss safety issues. Children receive clear explanations of safety rules and boundaries. They make a positive contribution to the setting, through kind and helpful behaviour. They are encouraged to express their own feelings and appreciate those of others. They also take part in community activities, for example fundraising for a local charity, which helps to promote caring attitudes. Children are developing a broad range of skills for the future, through an exciting and well balanced schedule of activities. They have access to information and communication technology and also benefit from being able to explore a range of different natural materials and practice finding things out for themselves.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### 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>            | 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

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|--|---|
| 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

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| <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**

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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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