

## Inspection report for early years provision

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<b>Unique reference number</b>	160874
<b>Inspection date</b>	26/10/2011
<b>Inspector</b>	Lorraine Sparey
<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 was registered in 2001. She lives with her husband and two children aged 10 and 14 years in a house in New Malden, Surrey. The whole of the premises are used for childminding and the bathroom facilities are on the first floor. There is a fully enclosed garden available for outside play.

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

Overall the quality of the provision is good.

Children are happy, confident and participating in a wide range of play and learning opportunities tailored to their individual needs. The childminder completes observations and assessments and generally uses this information well to effectively plan for their next steps. She implements appropriate procedures to gather information about children's individual needs and preferences when they initially start enabling her to follow home routines. The childminder has addressed the previous recommendations improving outcomes for the children and enabling her to make continuous improvement.

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

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

- review further the children's progress to establish if identified next steps are being met to maximise children's progress.

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

The childminder implements effective systems to ensure that children are safeguarded. She has completed training to keep her knowledge up to date and is clear on the procedures to follow in the event of a concern regarding children's

welfare. Thorough risk assessments are completed on the home, garden and all outings to enable the childminder to successfully assess and minimise the risk to children.

The childminder has good systems to monitor and evaluate her provision. She regularly meets with other early years professionals and childminders to share good practice. As a result she has started using a different method of planning and recording the information. Generally this is working well, however, there is no evidence of whether the identified next steps are met. Parents are encouraged to share their views through informal discussions.

There is a wide range of resources, some of which are easily accessible in enabling the children to have free choice. The childminder rotates toys and equipment depending on the children that are present. She has a good understanding of the children's interests and abilities, and provides accordingly. There are some resources reflecting different aspects of our society to increase children's awareness of respecting and valuing differences. The childminder provides excellent levels of support and shows a genuine interest in what the children have to say and do.

The childminder works closely with parents, involving them in all aspects of her service. She provides them with detailed information about herself and the Early Years Foundation Stage framework. Younger children are provided with written daily diaries to enable parents to get a good understanding of what their children are doing during the day. Parents state '...that their children have thrived in the childminder's care' and that the childminder 'provides care suited to the individual child in a homely environment'. The childminder is beginning to develop relationships with other early years providers to support a shared approach to children's learning and development.

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

Children are developing warm and trusting relationships with the childminder. As a result they are confident and motivated to try new activities and learning experiences. They participate in a wide range of stimulating and interesting activities tailored to their individual needs. For example, a child enjoys doing simple puzzles and the childminder provides additional more complex ones. The child spends considerable time concentrating trying to place the different letters of the alphabet into the various holes. The childminder provides excellent levels of support encouraging the child by talking about the different colours and matching them. The child shows great sense of achievement as they complete the puzzle and ask to do it again. In addition children participate in cooking simple cakes, regular trips to the zoo, growing sunflowers and painting using a variety of methods. Children go on regular outings in the local community to various toddler groups where they can socialise with other children of similar ages and the soft play area where they can develop their physical skills. In addition they benefit from regular walks to the local park and the library for story time.

The childminder demonstrates good knowledge of the Early Years Foundation Stage framework and how young children learn and develop. As a result her planning covers all areas of learning and includes each individual child's next steps. However, the childminder does not always evidence whether they have been met to fully assess the child's progress. Children's communication skills are developing well. The childminder constantly talks about what they are doing promoting new words and developing children's language. They are encouraged to problem solve in everyday play and use their imagination as they make pictures using different coloured ropes. The childminder introduces language, such as big and small when talking about the different sized ropes. Children are encouraged to match the same colours and develop their own ideas. As a result children are developing good skills for the future.

Children learn about healthy lifestyles. They regularly walk and play in the fresh air increasing their physical skills and fitness levels. They enjoy healthy and nutritious snacks and the childminder and the parent share the provision of food to maintain a balanced diet. Children follow good hygiene routines, understanding when and why they wash their hands. They are encouraged to keep themselves safe by talking about road safety and how the 'lollipop person' is there to help us cross the road safely. Children practice the evacuation procedures to enable them to become familiar with what to do in an emergency. Children's behaviour is appropriate for their age and stage of development. The childminder encourages good manners and being considerate and kind to each other. Children have some opportunities to celebrate other festivals throughout the year such as Diwali, Chinese New Year and occasionally Eid. This helps children to value others.

## 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	3
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	3
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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### 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	3
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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