

## Inspection report for early years provision

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<b>Unique reference number</b>	507283
<b>Inspection date</b>	17/11/2011
<b>Inspector</b>	Catherine Greenwood
<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 2000. She lives with her husband and children aged 21 and 15 years in Worcester Park, Surrey, close to shops, parks, schools and public transport links. The downstairs of the childminder's home is used for childminding. There is a fully enclosed garden available for outside play. The family has a pet cat. The childminder's provision operates from Monday to Friday, for most of the year. 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 at any one time, of whom no more than four may be in the early years age range. She currently has six children in the early years age range on roll. The childminder also offers care to children aged over five years to 11 years. She collects children from the local school and attends several toddler groups on a regular basis.

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

Overall the quality of the provision is good.

The childminder's exceptionally positive interaction in children's play, combined with her ability to extend their learning, is a key strength of the provision. Good communication with parents means children's individual needs are extremely well met. Overall, there is good range of resources, although equipment that promotes babies' sensory development is limited. The childminder understands and engages in reflective practice and overall, has a very good knowledge of the strengths of the provision. She makes changes to the provision that improves outcomes for children and identifies some targets for future improvement.

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

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

- improve the range of resources which offer sensory interest to young babies
- improve reflective practice to identify the setting's priorities for development that will improve the quality of provision for all children.

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

Children's welfare is fully safeguarded due to the childminder's good knowledge and understanding of child protection procedures. Comprehensive risk assessments, daily checks of the premises and good supervision of children help to ensure they remain safe.

Since the last inspection, all recommendations have been met. In addition, the childminder has completed a National Vocational Qualification (NVQ) at level 3 in childcare. This has increased her awareness of how to provide a holistic approach to children's learning that is driven by their interests and choices. The childminder has clear aims for children to have fun through play, while learning about the world around them. She consults with parents and embraces their suggestions for improvement, which triggers new initiatives such as a three-way communication book with the local pre-school. A comprehensive self-evaluation record shows the childminder meets children's individual needs, although future targets for developing the quality of the provision are not fully identified. This restricts future improvement.

The childminder's positive communication with children is a key resource of the provision. She provides a wide range of activities and experiences that include all the children. Her extremely patient and caring approach and her understanding of how to promote children's learning in a fun and relaxed way, means children are provided with an extremely stimulating learning environment. Children's independence is successfully promoted, as they choose from a good range of easily accessible play equipment in the dining room and playroom. Planned activities enable children to develop a good knowledge of diversity and learn about the wider world in relation to celebrations and events from a number of cultures and religions

The childminder understands that when children receive education and care in more than one setting, it is good practice to share relevant information about children's learning priorities to ensure continuity and coherence. She achieves this by contributing to pre-school records that identify children's individual developmental progress and plans activities that extend their previous learning. For example, children make hedgehogs from pine cones and talk with the childminder about hibernation, as part of an autumn theme. The childminder has a very friendly and welcoming approach and keeps parents well informed about their children's day and developmental achievements. Recent letters from parents show they are happy with the provision. For example, they say, 'the provision and care the childminder offers is second to none', 'my child has settled extremely well', 'the childminder is very easy to talk to and we trust her expert opinion and advice that she gives in a sensible way' and, 'I have been very lucky to have found the childminder and my children are clearly very happy with her'.

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

The childminder consistently puts children at the heart of everything she does, and uses her exemplary knowledge of their individual needs to help them reach their full potential. Consequently, children make outstanding progress in their learning and development. The childminder provides a wide range of activities and experiences that include all the children. Photographs show children cooking, having picnics, playing with water in the garden, dressing up for Halloween and using remote controlled toys built from construction resources. The childminders

encouraging approach means children, including babies are very happy and settled. Children get on extremely well together, play cooperatively and are very gentle towards babies. They benefit from outings to a toddler group, where they learn to interact as part of a large group, develop firm friendships and feel part of the local community.

Children are good communicators and develop their vocabulary as the childminder uses a wide range of words to describe what they see, for example, as they kick through autumn leaves on outings. Babies are beginning to make sounds during their play as the childminder interacts in an extremely positive way that fully captures their interest. She stays close to children and introduces resources, such as plastic animals and telephones, which promote their ability to copy the sounds they hear. Children draw, make marks and develop good pencil control. They trace numbers and letters of the alphabet and decide to use media, such as play dough to create the initial letter of their first name. Children have excellent opportunities to learn about the features of living things, as they watch sea lions being fed and stroke pet goats and rabbits during visits to a local zoo. They explore the environment and learn about the weather as they play outdoors and enjoy jumping in rain puddles, while wearing wellington boots. All children have excellent opportunities to be active and develop their physical abilities through regular outdoor play. Babies chuckle with enjoyment as they sit on the floor and play interactive physical games with the childminder. They are starting to develop physical skills as the childminder provides plenty of time for them to move freely around her home, at soft play facilities and toddler groups.

Children develop their creativity as they use a wide range of different resources. They make autumn pictures from leaves, diva lamps from clay and rockets for bonfire night. They love dressing up and playing imaginatively using resources to play 'shops' and pretending to be doctors and using the doctor's set. However, play equipment does not include a wide variety of natural resources, which restricts babies sensory development.

Children feel extremely safe and secure in the provision because the childminder provides them with lots of affection and reassurance. There are excellent opportunities for children to learn about their own safety. For example, as they take part in fire evacuation procedures and learn about road safety and 'stranger danger'. The childminder carries photographs of children on every outing, which includes their emergency and health details. This means children's health is fully safeguarded at all times. Babies laugh with enjoyment as the childminder sits close to them at meal times and makes these occasions an enjoyable and positive occasion. She displays a daily menu in the hallway which enables parents to complement children's diet at home. The childminder is very aware of salt content in food and consequently prepares all meals for children with alternative seasoning, such as herbs. All food is home cooked and includes fresh fruit and vegetables, which means children are provided with extremely healthy and nutritious meals. Children are protected from the risk of cross infection as the childminder follows good hygiene practice, for example, when changing babies nappies.

## 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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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