

## Inspection report for early years provision

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<b>Unique reference number</b>	160754
<b>Inspection date</b>	22/11/2011
<b>Inspector</b>	Coral Hales
<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 1990 and is a qualified practitioner. She lives with her partner and two adult sons and a daughter aged 13 in Camberley, Surrey. The property is within close proximity to schools, shops and parks. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

Children have access to all areas of the house. There is an enclosed garden available for outdoor play and the family has a dog. The childminder is registered to care for six children under 8 years; of these three may be in the early years age range when working alone. When working with an assistant the childminder may care for 12 children under 8 years; of these six may be in the early years age range. There are currently four children on roll, of whom; three are in the early year's age range. She is a member of the National Childminding Association and is an accredited network childminder.

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

Overall the quality of the provision is outstanding.

Children thrive in this well organised homely environment where learning opportunities meet their needs extremely well. Consequently, they make excellent progress in their learning. The childminder demonstrates a clear understanding of the needs of individual children based on observations and information provided by parents and has a positive attitude towards promoting inclusion. Children really benefit from the excellent relationships that exist between the childminder, their parents and others who are involved in their life. The childminder's self-assessment is accurate and demonstrates her secure understanding of the Early Years Foundation Stage and she maintains continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing her excellent provision by continuing with the quality assurance scheme

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

The childminder demonstrates a comprehensive awareness of safeguarding issues and ensures she attends regular child protection training. She is highly proactive in

keeping abreast with latest legislation to ensure she is up-to-date and very well informed. Risk assessments are comprehensive and records are maintained as required. Children are, therefore, kept safe whilst in the care of the childminder.

The childminder has an extremely professional approach to her role and is highly focused on helping all children to make progress to the best of their ability. She constantly evaluates and monitors the service she provides, looking in detail at every aspect. The childminder seeks the views of the parents and acts upon any suggestions to further improve the outcomes for the children and their families.

Furniture, equipment and resources are of high quality and are suitable for the age of the children attending. The childminder has very effectively organised the designated play room to enable them to make choices and develop their own ideas. The environment is bright, stimulating and offers a vast range of activities which encourages their interest and curiosity, both indoors and outdoors. She makes excellent use of the outdoors, including the local neighbourhood to support, develop and extend children's learning.

The childminder has highly positive relationships with all parents and they are involved in decision making. They receive comprehensive information which enables them to refer to these within their own homes. Parents are kept well informed about their children's achievement, well-being and development. The childminder is committed to working in partnership with other providers and is keen to enhance these communications to ensure a regular two-way flow of information.

The childminder effectively and actively promotes equality and diversity. Children are encouraged to respect each other's values and feelings by talking through any problems, learning about taking turns and how to share and respect each other.

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

The childminder has an excellent understanding of the early learning goals and considers how activities should be planned to challenge and enrich children's personal learning activities. Therefore, they excellent progress in their learning.

The childminder knows her children really well and very effectively observes and records their progress and achievements. She links the learning to the early learning goals and securely identifies their individual next steps. This ensures children are well integrated and achieve as much as they can.

Children show an extremely strong sense of security and belonging within the setting and their individual needs are met and sensitively responded to. For example, one child is very shy with people she is not used to and receives additional attention and cuddles from the childminder. Children are comfortable in her care and actively seek her support and interaction. They engage in a wide

range of activities and experiences, which help them to value diversity. Children behave well and respond well to the expectations of the childminder.

Children use a range of tools safely, and work with a range of materials. For example, children ask to do some sticking and make flowers out of tissue, they use the glue sticks well, concentrate and persevere and manage the task with confidence. They then ask to paint, are able to help put on their aprons and decide to use the brush and then the sponge to make patterns.

Children work really well independently and with their friends. However, they really enjoy interacting with the childminder. For example, they sit cuddled up to her on cushions after choosing a book about feelings. They listen carefully and look at different expressions and are able to recognise and copy them. They ask questions and one says 'I am going to school soon which will make me happy. They then discuss being scared; one says 'I am scared at the dentist' then says 'not really because I got a sticker for being good'. They are knowledgeable about the role of a dentist and discuss their teeth and why he looks at them.

Children have a wide range of opportunities to engage in physical activities both inside and out. For example, they free flow into the childminders extremely well resourced child friendly garden. This enables them to learn new skills, such as climbing, balance and to develop confidence on wheeled toys.

Children learn about their local environment when they go out into the community to visit others. They enjoy going to visit the local pond, open areas, shops and children's groups. These experiences enable them to enjoy being out in the fresh air and enjoy learning in the natural environment. Children follow good hygiene routines and independent self-help skills are well developed. Care routines for the younger children flow in line with individual requirements and parental wishes. The childminder talks to the children about the importance of eating fruit and drinking regularly and they demonstrate that they are well informed about healthy living. She provides nutritious snacks or children bring their own and she talks to them about what they are eating. This effectively stimulates their interest in food and helps to develop their understanding of where food comes from.

Children are effectively cared for should an emergency arise. The childminder is first aid trained and robust systems are in place to share any incidents with the parents. Children are very clear about routines, respond well to instructions, for instance to tidy away before lunch. They are protected on outings as these are fully risk assessed and regularly reviewed. They become aware of how to take part in emergency evacuations as these are regularly practiced.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### 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>	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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