

## Inspection report for early years provision

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<b>Unique reference number</b>	EY423659
<b>Inspection date</b>	22/11/2011
<b>Inspector</b>	Debbie Newbury

<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 young child in West End, near Woking in Surrey. The home is close to schools, parks and other community amenities. The whole of the ground floor of the home is used for childminding, with bathroom facilities provided in this area. Children sleep upstairs as necessary and there is an enclosed garden for outside play. The family has a dog and a cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of these no more than three may be in the early years age range. There are currently three children in this age range on roll who attend on a part-time basis. The childminder undertakes pre-school and school runs as necessary. She regularly takes children to local children's centres and childminding groups.

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

Overall the quality of the provision is satisfactory.

The childminder has only been minding for a short time and her knowledge and understanding of the Early Years Foundation Stage framework and practice guidance is evolving. She provides a warm, welcoming and inclusive environment in which children are clearly happy. They have their welfare needs met and are supported in making satisfactory gains across most areas of learning. The childminder is not yet promoting effectively children's early mathematical skills or their understanding of diversity. The childminder's use of self-evaluation and systems for working in partnership with parents and other providers are not yet fully developed. Consequently, her capacity for sustained improvement is satisfactory.

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

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

- develop use of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- devise systems for maintaining a regular two-way flow of information with parents and other early years settings that children attend, for example nurseries, to promote a shared approach to children's learning

- provide resources that reflect the diversity of children and adults within and beyond the setting to help children learn about similarities and differences
- develop mathematical understanding through all children's early experiences and enable them to discover things about numeracy in the environment, such as numbers, counting and calculating through practical situations

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

Children are safeguarded because the childminder has systems in place for identifying and responding to any concerns about their welfare. She recognises and manages potential risks within the home, which helps children to stay safe. Written risk assessments are in place for the home and garden. The childminder makes a point of visiting any places she plans taking children to beforehand to assess potential safety issues. Children have ample space to sit and play in comfort and can easily help themselves to a suitable range of play materials. This encourages them to be independent and make their own decisions about what they do.

The childminder's practice is evolving. She has attended required training courses, demonstrating a positive attitude to development. She is starting to reflect informally on the service she offers and consider some areas for improvement. However, her overall use of self-evaluation as a tool to identify strengths and priorities for development that will improve the quality of provision for all children is not yet sufficiently well implemented.

Equality and diversity is promoted in a generally satisfactory manner. The childminder treats all children with equal care and concern and seeks information about their individual needs from their parents. This helps to ensure she is aware of children's routines and their likes and dislikes. Children begin to find out about other countries by looking at relevant books and the childminder intends introducing activities to help them learn about different traditions and celebrations. However, children do not have access to many resources that reflect diversity of gender, disability, culture and ethnicity. As such, they are not fully supported in gaining awareness of the wider world.

Parents are positive about the care their children receive, noting they have settled in straightaway and that the childminder is 'warm, caring and always approachable'. The childminder provides parents with copies of her policies and procedures and exchanges information with them on a daily basis. She also sends informative emails with details of their child's day. However, these focus on children's welfare. The childminder has not yet developed an effective system to share information about children's individual learning and development with parents and other providers of the Early Years Foundation Stage. Consequently, This does not fully support continuity of children's learning.

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

The childminder helps children feel secure and gain a sense of belonging. Warm, trusting relationships are clearly developing as demonstrated by children's relaxed, happy manner and their willingness to express their needs and wishes. They independently go and find the toys with which they wish to play. Children are gaining understanding of the need to share and take turns. This helps them begin to appreciate the needs of others. The childminder gives children lots of praise and encouragement, which fosters their confidence and self-esteem.

Overall, the childminder supports most areas of children's learning appropriately. She is developing her knowledge of the learning and development requirements and early learning goals. She sits and plays alongside children and engages them in conversation, which supports their developing spoken language skills. However, she does not consistently exploit the many opportunities that arise naturally during the course of children's play to challenge their thinking. This is particularly evident in the area of problem solving, reasoning and numeracy. Children enjoy imaginative play as they make up stories about schools and babies. The childminder fetches additional resources to extend their play, such as getting out the till and play food so they can pretend to go shopping.

Older children often take the lead on directing play. The childminder is especially good at involving younger children in their games so they feel involved and included. Children explore toys to raise awareness of cause and effect, enabling them to develop their understanding of basic technology. They go for walks, visit different parks and children's centres. Such outings mean children benefit from fresh air and exercise, explore their local community and develop their social skills. The childminder's use of observational assessment to inform planning is evolving, although currently is at an early stage of implementation. She is aware that this is an area for development.

Children are learning how to keep themselves safe with the childminder's support and guidance. She discourages them from potentially unsafe actions, such as climbing on the furniture. When she explains the need to tidy away some of the toys on the floor, children willingly assist with this task. The childminder is starting to practise evacuating the premises with children to help them learn about safety in the home. Children benefit from a healthy, nutritious diet. The childminder's practice of offering choices, for example, which fruit they would like to have for snack, enables children to make decisions that affect them. Good hygiene routines help prevent the spread of infection and support children in gaining understanding of the importance of this as part of a healthy lifestyle.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<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	2
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**

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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