

## Inspection report for early years provision

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<b>Unique reference number</b>	EY358689
<b>Inspection date</b>	07/02/2012
<b>Inspector</b>	Christine Clint
<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 2007. He lives with his wife, who is also a registered childminder and their three children. Two children attend school and the youngest child is pre-school age. The family lives in Addlestone, in Surrey. Children remain on the ground floor of the home and all amenities are available. There is an enclosed garden for outside play. The family has a rabbit.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. He is registered to care for a maximum of five children under eight years when working alone, three children may be in the early years age group. When working with another childminder a maximum of six children under eight years may be cared for and five children may be in the early years age group. There are currently 10 children on roll; six children are in the early years age group. The childminder collects children from school and from sessional care. He regularly attends local parent and toddler groups and children often have outings in the locality.

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

Overall the quality of the provision is good.

The childminder is dedicated to meeting children's individual needs. He provides constant care and attention for children, fully encouraging their learning through play. The family home is very effectively organised for children and provides a wide variety of different experiences. The childminder has successfully increased his understanding of the Early Years Foundation Stage. He has completed improvements since the last inspection and included comprehensive systems to show how children's learning and development is continually promoted. The childminder has begun to develop records of self-evaluation. There are well established links with parents and other carers, to fully promote children's progress.

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

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

- extend the systems of self-evaluation to identify and maintain continuous improvement.

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

The childminder has a strong understanding and awareness of safeguarding the children in his care. He has clear policies in place to show how any concerns about

children would be managed. He has recorded risks and hazards within the home and garden and these are regularly checked for safety. There are also specific risk assessments for outings and regular places that the childminder visits to ensure children's safety. There is a continually high level of supervision for younger children at all times and all safety equipment is in place. Fire drills are planned and practised and regular checks of the smoke alarms are recorded. The childminder is fully aware of meeting all regulations for ensuring children's safety. He has ample experience and has organised the provision to meet children's needs. Substantial improvements have been included since the last inspection; to meet the recommendations for quality and to include the Early Years Foundation Stage requirements for learning. The childminder shows a strong commitment to promoting children's development.

There is an excellent range of resources available. The childminder fully widens children's experiences by including outings to places of interest and engaging children in experiments; effectively promoting children's learning through play. The childminder has started to evaluate his provision. However, this has not been fully extended to show all areas of continuous improvement and how this impacts on the children.

Children are learning about differences and they are learning to understand each other's needs. The childminder cares for children across the age range and he promotes understanding and includes resources which reflect differences. Children often take part in celebrating festivals from other cultures and this widens their level of understanding. The childminder is very aware of treating children according to their individual needs. He has an open and welcoming attitude towards all families and shows a strong commitment in learning words in other languages for dual language families.

There are fully established links with parents and close continuity is maintained with families. There is a welcoming home environment and parents can see information displayed about daily activities; menus are also displayed and there is a full range of information about the childminding provision. Parents complete all regulatory permission and they provide clear details when children start at the setting. This includes individual information that the childminder uses to begin children's observation and assessment and helps to form the basis of ongoing development. There is regular verbal exchange with parents and they have access to children's records of learning. The childminder has established links with other carers and information about children's progress is now being shared to promote and encourage achievements. The childminder has links within the community to benefit the children in his care and with the wider network to take advantage of training opportunities.

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

Children are achieving and making good progress towards the early learning goals. They are happy making decisions about their play and relate well to the

childminder. They have a very child-centred environment and they are motivated and interested in a broad range of activities. Children independently make rockets using the construction bricks. They imitate rocket sounds, remembering and repeating what they have learned. Children are relaxed and settled in the home and follow the daily routines naturally. They talk about the experiment they carried out in the morning. They remember which items floated and those that sunk. They are attentive and interested in the world around them. They recognise and talk about the sun reflecting on the discs they have hung in the garden. Children talk about the weather and they instantly know it will be warmer if the sun is shining. They spend longer periods outside when the weather improves and eagerly grow vegetables in the garden. They participate in role play and this has recently included pirate games. They often visit different outdoor playgrounds with the childminder at school collection time. This provides opportunities for experiencing larger outdoor play apparatus and children can increase their physical strength and expertise.

Children are safe and settled. They respond to adults well and develop a strong sense of belonging. They show trust and awareness of the everyday routines, especially after lunch when they settle and understand the need to rest. Children often walk in the locality and they are regularly learning about road safety as they develop. They listen to the childminder well, because he speaks gently and quietly. Children also take part in regular fire drills and this increases their understanding of keeping safe.

Children are managing their personal health independently as they become able. They promptly respond to reminders about hand washing when it is lunch time. They all have individual towels and can use the facilities easily. Children learn about healthy food because they talk about food that is good for them. They often take part in cooking activities and learn about being clean and careful when preparing raw or cooked food. They have very frequent opportunities for exercise. Climbing and sliding, manoeuvring wheeled toys and learning to balance on obstacle courses. Children also play physical games with a parachute and learn to work together.

Children are developing strong relationships with each other and they behave very well. They show excitement and anticipation when collecting other children at lunch time. They have a high level of awareness about the needs of the baby and hold her hands for support. They know about taking turns and sharing. They are learning polite routines at meal times. Children are encouraged to learn about and understand each other's differences. They are very frequently praised and this raises their self-esteem. They are clearly developing skills for the future. They communicate consistently with the childminder and with each other. They show interest in computers and have an understanding of technology. They are active, curious and inquisitive learners.

## 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	1
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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### 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	2
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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