

## Inspection report for early years provision

---

|                                |             |
|--------------------------------|-------------|
| <b>Unique reference number</b> | EY232648    |
| <b>Inspection date</b>         | 21/03/2012  |
| <b>Inspector</b>               | Jill Steer  |
| <b>Type of setting</b>         | Childminder |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 2003. She lives with her husband and four children in Byfleet, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. The family have pet fish and a hamster. The childminder works with an assistant on a daily basis.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends toddler groups on a regular basis. She is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds.

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

Overall the quality of the provision is good.

The childminder liaises closely with parents to meet children's individual needs and partnerships with others are mostly in place. She has a positive attitude towards evaluating and developing her practice, demonstrating her capacity to maintain continuous improvement. Children and their families are warmly welcomed into a friendly, child-orientated environment. She works well with her assistant to meet all children's needs and promote their welfare. As a result, children are making good progress through the Early Years Foundation Stage (EYFS).

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

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

- develop further the partnership working between all the settings that the children attend

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

The childminder is clear about her responsibility to protect children from harm and understands the procedure to follow should she have any concerns about their welfare. She completes and records regular risk assessments to identify any hazards in her house, her garden, or any of the places they visit on outings. The childminder made sure her assistant has been checked as suitable to be with

children, further keeping them safe. She is experienced in childcare and childminding and attends courses to update and extend her knowledge. For example, child protection, first aid and the use of persona dolls. The childminder has evaluated her practice to identify her strengths and areas for improvement. She promptly addressed all the recommendations set at her previous inspection, which demonstrates her positive attitude to improvement. The childminder values the views of the parents and gives them a questionnaire to complete. They comment on her care of their children and their relationship with her. Responses are positive, they say the childminder is kind and caring, provides a wide range of activities and outings and highly recommended.

The childminder shares information each day with the parents both verbally and by using a detailed daily diary. Children's developmental progress is regularly discussed so parents are kept fully informed. The childminder meets with other settings the children attend to discuss their care needs. However, she does not share all details of their learning and development to fully support their development. Resources are available for all children to access and appropriate for their individual ability. The childminder is aware of each child as an individual and through the resources and outings, raises children's awareness of the diverse society in which they live. Children clearly feel safe and are happy with the childminder who is calm and supportive, which influences their ability to behave well and cooperate. The childminder's home is organised so that children have sufficient space to play and can easily access the resources. As a result, children are able to make independent choices in their play and learning which develops their confidence.

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

Children freely choose much of what they do with their time as the childminder encourages them to make decisions. She is aware that they each have preferences and moods that influence how they spend their time. The childminder and her assistant, provide ample support for the children as they play. They encourage them to be independent and think for themselves. For example, when children ask for help to construct a train track, the childminder reminds them they need to decide which piece they need next. They work together suggesting track shapes and which pieces to use until an oval track, complete with bridge is ready for engines to run around it. The childminder incorporates a good mix of adult led activities which include celebrating festivals and going on outings to places of interest. Many outings take place locally so children become familiar with their local community such as visiting the local fire station. Celebrating events such as Chinese New Year, Diwali and Easter introduce children to special occasions in different parts of the wider world. The childminder records her observations of the children's milestones as they achieve them so she can plan how to move them on to the next steps.

Children greatly enjoy many stories, books and singing. The childminder makes them fun and interesting with her enthusiasm. They sit together to listen to stories

all together and join in by each having a finger puppet for every nursery rhyme. So the star puppet has to 'twinkle twinkle', the black sheep has to 'baa baa' and the mouse has to run up the 'hickory dickory clock', all at the right times. Children readily join in with the actions for songs such as wind the bobbin up and row your boat. As they play outside later, sitting on the see saw, they repeat the row your boat song many times, as they rock backwards and forwards. Outdoor play features every day and children often decide when they will go out. They run up and down the garden happily racing each other, using up some of their energy. They chalk on easels and scoop the sand into containers to tip back out in a variety of shapes. Children play well together and alongside each other with different activities. The childminder makes sure that children can join in at their own level. For example, the younger children will use large paintbrushes and the older children more fine ones.

A diet of home cooked meals and fresh snacks, combined with the daily outdoor sessions, help children learn to enjoy a healthy lifestyle. They are encouraged to try new foods and discuss what they eat. Children sometimes help to prepare the meals which provide opportunities to talk about where the food comes from. They regularly wash their hands and know why they do it as the childminder reminds them. For example, she explains that they should wash their hands before snack as some of the toys have been in the garden and may not be thoroughly clean. New children demonstrate they feel safe with the childminder as they quickly settle in with her. Her support helps children learn to consider other people's needs and how to behave to keep everyone safe, such as keeping small toys away from the little children. They practice how to get out of the house quickly in an emergency and when they go out children practice safely crossing the roads.

## 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 | 2 |
|--|---|

### 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

|   |     |
|---|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
|---|-----|

|  |     |
|--|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--|-----|