

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY436924
<b>Inspection date</b>	17/04/2012
<b>Inspector</b>	Lisa Cupples
<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 registered in 2011. She lives with her husband, their two adult children and one teenage child in Woking, Surrey. The whole house is used for childminding with sleep facilities upstairs. There is an enclosed garden for outside play. The family has two cats and goldfish.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for six children under eight years at any one time; of these, three may be in the early years age range. The childminder is currently caring for four children in the early years age range and two older children on a part-time basis.

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

Overall the quality of the provision is good.

Children are happy and content at this homely setting. Space is well organised to give children independent access to an ample range of toys and resources. Children form good relationships with the childminder and their individuality is valued and well supported. The childminder has all required documentation to help her effectively support children's individual needs. Some systems for involving parents and other providers in children's learning on a regular basis are still in their infancy. The childminder makes good use of self-evaluation to develop and improve her practice, demonstrating a strong capacity to improve.

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

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

- share information with parents in order to extend learning at home, with particular regard to children's identified next steps in their learning
- improve the sharing of relevant information with other practitioners in order to promote continuity of care and education for individual children.

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

Children are safeguarded effectively because the childminder has a very good understanding of child protection procedures. She knows how to implement the procedures to protect children in her care. The childminder discusses her detailed policies and procedures with parents and information is also included in the parents pack. This helps ensure all parents are fully aware of the childminder's safeguarding responsibilities. Children enjoy a safe and secure play and learning

environment because the childminder carries out comprehensive written risk assessments. These include the effective assessment of risks for outdoor play areas and all outings.

The childminder continually reviews and monitors the effectiveness of her service. For example, she evaluates the activities and makes notes about how to change or adapt them next time if they did not meet the planned learning intentions for children. She discusses activities with children to see if they enjoyed them. The childminder regularly reviews and updates her policies and procedures so that they reflect current practices. The childminder is accessing training courses to continue to develop her knowledge and skills in order to help her improve outcomes for children.

All children have access to a wide range of resources and play materials. The childminder makes good use of these resources to help support children's play and learning across all areas of learning. The childminder organises the available space well to enable children to move around freely. As a result, children make choices and develop their decision-making skills and independence from an early age. Children develop a good understanding about diversity, other cultures, similarities and differences through celebrating cultural festivals and accessing a broad range of multicultural resources.

Partnerships with parents are good. Clear lines of communication and detailed record keeping enable the childminder to get to know the children and their families well and meet their needs. Parents have access to their children's records at any time and can make written contributions about their child's learning and development. Parents of younger children receive a comprehensive daily diary detailing the events of the day and the child's general welfare. The childminder has not fully established effective systems for regularly sharing information with parents about children's identified learning priorities to enable them to continue learning at home. She is aware of the need to promote continuity of care and learning for those children who attend other settings. However, the childminder has not fully implemented ways in which she can share relevant information with other early years providers.

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

The childminder provides a welcoming environment where children are happy and confident. Good warm and caring relationships between the childminder and children are evident. They communicate easily with each other and this helps children to enjoy and achieve. Children are valued and the childminder helps them to feel good about themselves. The childminder successfully builds their self-esteem as she frequently provides positive support, praise and encouragement, while managing their behaviour very well. Children are free to move around the available space and independently select toys from a wide range of resources. This helps them make good progress in their learning and development.

The childminder demonstrates a good knowledge and understanding of the Early

Years Foundation Stage framework and how to promote children's learning and development. Her thorough knowledge of each child's personal preferences enables her to meet children's individual needs and routines well. She successfully promotes children's progress as she plans purposeful play experiences both indoors and outdoors. The childminder records observations of children's development, needs and interests. She uses the information effectively to identify their next learning steps. As a result, she meets children's individual learning needs well.

Children learn to respect differences through a good range of activities, toys and resources. Activities include art and crafts, looking at books, listening to stories and joining in with role play. Children take pleasure in using small world resources, developing their imaginations well. They show they are well equipped with the skills they need to secure future learning. Children learn about cause and effect through exploring and experimenting with resources. For example, they make their own modelling dough and talk about how the appearance and texture changes as they add other ingredients to the mixture. Children recognise numerals on the weighing scales and count the number of spoonfuls being added to the bowl. They also extend their own ideas as they make wall displays about the weather. Children have made a rainbow and raindrops and they discuss what resources and techniques they should use to make a sun. The childminder encourages children to extend their physical skills. Children have lots of opportunities to be active. They enjoy riding wheeled toys and using large apparatus and soft-play equipment at local toddler groups.

Children demonstrate a good awareness of keeping themselves safe. For example, they know that toys must be put away carefully and not to run indoors. They learn about road safety on outings. Children know the procedure for evacuation in an emergency because the childminder regularly practises fire drills with them. The premises are clean and well maintained. The childminder helps children adopt good personal hygiene routines such as, washing their hands before eating and after playing outdoors. Children develop a good understanding about healthy eating. The childminder provides them with a well-balanced range of nutritious meals and snacks. Children are encouraged to sit at the table to enjoy their food. Drinks are readily available to children when they get thirsty.

## 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	3
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
--	-----