

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY437712
<b>Inspection date</b>	24/04/2012
<b>Inspector</b>	Helen Penticost
<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 in Epsom with her husband and daughter who is in the early years age range. A village and Epsom town centre are approximately 15 minute walk away and parks and schools are within close proximity. All areas of the home are registered for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may provide care for five children under eight years, of these two may be in the early years age group. The childminder is also registered to provide overnight care for two children under eight years, of these no more than one may be aged under a year at any one time. She is currently caring for two children in the early years age group.

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

Overall the quality of the provision is good.

Children make good progress overall in their learning and development in a setting where their individual welfare needs are met well. They settle very well in the childminder's care within a short period of time. Partnerships with parents are well fostered overall and systems for developing partnerships with others are in place. Children access a good range of quality resources in most areas that support their development well. The childminder undertakes written self-evaluation of her practice and demonstrates a good capacity to maintain continuous improvement.

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

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

- extend resources within the setting to help children develop positive attitudes to cultures and disability in order to further their awareness in this area
- improve systems for sharing information with parents about their children's achievements to fully cover all areas of learning.

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

The childminder has a good understanding of child protection issues and the procedures to follow in the event of concerns about a child in her care. She carries out thorough written risk assessments of the premises and any outings. The childminder has a fully comprehensive portfolio of policies and procedures that

underpins her provision and contributes towards the consistency in the children's care. All adults in the household have been suitably vetted. Necessary fire equipment is in place to protect children in the event of a fire and fire evacuation is practised with the children, which enables them to feel safe. The childminder promotes inclusive practice and values children as unique individuals by supporting their individual needs. She has a good knowledge and understanding of equality and diversity, however, resources to reflect cultures and diversity are not fully developed to further extend children's awareness in this area. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

The childminder provides a well-organised learning environment. She uses good quality resources and equipment overall to support children's learning and care. Children clearly benefit as they develop good levels of independence, making choices and decisions about their play. For example, they are able to move around freely and independently access resources attractively stored at a low level. The childminder is aware of her strengths and areas for development. Since registration, she has continued to attend training to increase her knowledge and she has evaluated all areas of her business well. These factors demonstrate a good capacity for driving and embedding continuous improvement.

Through good verbal communication and with the use of a daily diary parents are kept informed about their child's day. This means that they are fully aware of what their children have enjoyed taking part in along with information about their care. Contracts are drawn up and parental consents sought to support the clearly agreed arrangements. The childminder has a clear system in place to gather information from parents regarding children's individual needs from the onset. Parents praise the childminder highly. For example, they comment that she, 'is always warm and welcoming and provides a very secure space for my child' and, 'my child always comes home very happy, relaxed and secure and overall, I am absolutely delighted with the care provided.'

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

Children make good progress within the Early Years Foundation Stage and benefit greatly from the childminder's enthusiasm and support. She has devised an observation, assessment and planning system where she uses photographs alongside her observations and links the observations to the six areas of learning. The childminder fully demonstrates her good knowledge of each child's progress and achievements and shares this with parents verbally, although she does not always fully utilise all opportunities to share observations about the full range of activities provided. Children thoroughly enjoy their time at the childminder's home where they have ample opportunities to develop many skills. They settle well and are confident and display a strong sense of belonging. Children take the lead and decide what they want to play with and which activities they wish to join in with.

Young children respond well to the calm and caring approach of the childminder. She gently supports and encourages them as they play and she gives high levels of praise and encouragement, helping to increase confidence. As a result, behaviour is good and children feel safe and secure in the setting.

Children are able to use their initiative and follow their natural curiosity as learners. For example, they select a shape sorter and show great skill as they post the correct shapes into the corresponding holes; sometimes achieving their aim first time. They smile with delight as a cheer and a clap of hands praise them. Children's creativity and imagination is promoted well. They are provided with many opportunities to explore and to share their thoughts and feelings through art and craft, music and role play. They use maracas and shake them to the rhythm of nursery rhymes and are able to follow instructions such as ceasing shaking, holding the maraca up high and down low. Children operate information technology and programmable toys with confidence, which develops their skills for the future. They press buttons and are rewarded with flashing lights and a musical tune. Overall, children are developing good skills to support their future learning.

The childminder deploys her time well so that she can focus on supporting children's learning and welfare. Her good questioning skills help children to become active learners, be creative and think critically. Children use role play equipment such as play food and trolley and build on their language skills as they answer questions and express themselves. Children develop a great love of books. They listen intently to favourite stories and are fully involved in the book as they are asked to point out characters or objects. As a result, children's communication skills are promoted well and their learning and development supported. Children take part in the community in which they live by visiting local playgroups and parks. This fosters children's growing confidence in social situations and enhances their developing physical skills. Children's health and well-being is very effectively supported as they eat healthy and nutritious home cooked meals and have fresh fruit at snack times. The childminder takes very positive steps to minimise the risk of cross-infection. Children are cared for in a clean environment and they learn about suitable daily hygiene routines. Appropriate action is taken if a child becomes unwell and the childminder can respond to accidents appropriately as she holds a current first aid certificate.

## 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
--	-----