

## Inspection report for early years provision

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<b>Unique reference number</b>	EY443233
<b>Inspection date</b>	21/08/2012
<b>Inspector</b>	Lorraine Sparey

<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.

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 2012. She lives with her husband and three school age children in Weybridge, Surrey. The whole of the ground floor of the childminder's house is available for childminding and there is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time; of these, three may be in the early years age group. There are currently four children on roll, three of whom are in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in the welcoming and stimulating environment. The childminder plans a wide range of activities tailored to the children's individual needs and interests and they make good progress towards the early learning goals. Good relationships with parents enable effective two-way communication; however, partnerships with other early years settings where children attend are in their infancy. In general, the environment is risk assessed to be safe and well maintained; however, not all legal requirements are met relating to the assessment of the suitability of the premises. The childminder demonstrates good commitment to making continuous improvement through training and enhancing the outcomes for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis, with particular regard to the swimming pool (Suitable premises, environment and equipment) (also applies to both partnerships of the Childcare Register)
- 04/09/2012

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

- extend systems to establish partnerships with other early years settings where minded children attend to fully support transition and the consistency and coherence of children's learning.

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

The childminder demonstrates good knowledge and understanding of safeguarding. She has completed training and has devised a clear policy to act quickly in the event of a concern being raised. There are detailed risk assessments in place covering most areas of the home and garden. However, the childminder has not included all aspects of the environment that need to be checked in her assessment, such as the recently purchased large swimming pool. This is a breach of the specific legal requirements and has an impact on children's overall safety. The childminder is well-prepared for the wide variety of outings she takes the children on in the community.

There are effective monitoring and evaluating systems in place, which include completing the Ofsted self-evaluation form. The childminder is very committed to training to increase her knowledge and understanding. She is well prepared for the implementation of the revised Early Years Foundation Stage framework. Her documentation is reflecting the changes and is well organised. This demonstrates the childminder has a good capacity to sustain continuous improvements.

The childminder has a good range of resources covering all areas of children's learning and development. They are easily accessible to promote choices in children's play. The environment is welcoming, with bright visual displays which are changed regularly to provide additional learning opportunities. For example, there is a wall display of different fish, opportunities for children to self-register and photographs of different children, including positive images of many aspects of our diverse society. Consequently, children learn to respect and value others and gain a strong sense of belonging.

The childminder is proactive in working with parents and carers. She provides clear detailed information about the service she offers, including the policies and procedures. Parents report that they are pleased with the wide variety of activities and their children are progressing well. However, partnerships with other early years settings where minded children attend are in their infancy and do not yet fully enable a cohesive and consistent approach to children's learning.

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

Children are building secure relationships with the childminder and her family. They thoroughly enjoy putting on a show with the childminder's daughter. They create invitations and work together to learn the words of the song they are going to perform. Children are encouraged to be independent and move freely between the indoor and outdoor environment, both of which are well resourced. Children's language is developing well, the childminder narrates with a toddler encouraging him to repeat simple words. A child proudly shows the childminder a tractor saying the word. The childminder praises him and finds another tractor, joining him in the

sand tray. The childminder knows the individual needs of the children well and their interests. As a result, she plans activities linked to these. For example, they explore a large box of animals, talking about their individual features and making familiar sounds. A child spends considerable time lining them up. The childminder counts them as they talk about them promoting their interests in numbers.

Children benefit from going on a variety of outings in the community and further afield. They visit soft play areas where they can safely increase their physical skills climbing and rolling. Children are encouraged to look at books and role play using their imagination. A toddler enjoys pushing the buggy around the garden, copying the older children. The childminder is close by to offer help and words of encouragement. Consequently, children are developing good skills for their future learning.

The childminder demonstrates good knowledge and understanding of the present Early Years Foundation Stage framework the forth coming revised version being implemented in September. She has tailored the observations and planning to accommodate the changes, while supporting children in their learning and development. Parents are encouraged to be involved, sharing what they know about their child's progress at home. Consequently, children are making good progress in all areas.

Children follow good hygiene routines and benefit from healthy and nutritious snacks and meals. They are encouraged to be involved in preparing food to help them gain a good understanding of healthy lifestyles. They have many opportunities to play in the fresh air and develop a wide variety of skills. Children learn how to keep themselves safe. The childminder is proactive in teaching them to turn around and climb down a small step to the outside area. They are reminded to use the equipment and furniture correctly to promote safety. Children practice the evacuation procedure to help them become familiar with what to do in an emergency. Children's behaviour is good, given their age and stage of development. They benefit from the childminder being a positive role model and giving them lots of praise and encouragement in everything they do. Children co-operate well, are polite and display good manners.

## 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

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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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 04/09/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 04/09/2012