

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY433315
<b>Inspection date</b>	01/02/2012
<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 with her husband and two young children in Reigate, Surrey. All rooms on the ground floor of the home are used for childminding purposes and bedrooms on the first floor are used for sleeping when required. There is a rear garden for outdoor play.

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

The childminder is happy to collect children from local primary schools and attends several local 'stay and play' groups with minded children. She is a member of an approved childminding network.

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

Overall the quality of the provision is good.

The childminder promotes children's individual developmental needs effectively across the six areas of learning and meets their care needs well. Therefore, children make good progress overall in their development. Partnerships with parents are well fostered; relationships with others providing early years education are in their infancy. The documents required for the well-being of the children and the smooth running of the setting are mostly in place. The childminder is aware of her strengths and areas for improvement and uses this awareness well to review her practice and 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:

- maintain a record of fire drills in a fire log book and include any problems encountered and how they were resolved
- maintain a regular two-way flow of information, knowledge and expertise with other early years settings that children attend, to help support and extend children's learning and development.

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

Children are effectively safeguarded because the childminder clearly understands her role in child protection and is fully aware of the procedures to follow should

she have a concern about a child in her care. Written risk assessments are carried out on the premises that include a record of potential risks within the home and on outings. The childminder practices fire evacuation with children, which enables them to develop an understanding of how to keep themselves safe in the event of a fire. However, she does not record this information in a fire log. Good procedures are implemented to protect children from the spread of infection, and the childminder takes the necessary steps to promote their good health.

The childminder demonstrates a strong desire to develop her skills further through training and since registration she has introduced a wide range of policies and procedures. She has also devised her own observation, assessment and planning system to enable her to effectively meet children's individual needs. The childminder has begun to undertake self-evaluation through the use of the Ofsted online system, which supports her as she identifies how improvements will impact on the outcomes for children. Resources within the home are well organised, of good quality and provide a stimulating and child-friendly play environment. Toys are freely accessible to children from the low level storage which enables children to follow their own interests and desires and initiate their own play experiences. Daily routines are flexible and are focused around their individual needs with time for quiet play as well as fresh air and exercise.

The childminder has a secure knowledge of each child and their backgrounds and constantly liaises with parents to ensure their continuing needs are met. She supports children's developing understanding of similarities and differences in people and their cultures. For example, she celebrates festivals such as Chinese New Year and Christmas, where children undertake crafts activities and produce wonderful creations to take home. There are currently no children on roll who need support from other agencies. However, the childminder demonstrates an awareness of the need to work in partnership with them if the need arises. Systems to support children that attend other early years settings are not yet fully established to enable continuity in children's learning.

The childminder has developed positive relationships with parents and is very knowledgeable about the individual needs, likes and dislikes of the children in her care. This provides a good starting point to build on the children's interests and previous experiences. Good quality information is exchanged on a regular basis and there are very clear written contracts and consent agreements regarding individual care needs. Parents offer information about their child's starting points as they complete 'All about me' forms devised by the childminder and parents are able to view their child's progress whenever they wish.

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

Children make good progress because the childminder makes sure that they are challenged effectively. She has been caring for children in the early years age range for only a short period of time and she has developed effective systems for obtaining information from parents and for recording children's achievements in order to plan next steps in their learning. Children are happy, settled and confident, and relationships are positive. Their independence is promoted effectively as opportunities for them to choose and select resources are good.

Social skills are promoted well at the childminder's home and at groups. Mealtimes are treated as social occasions and minded children build strong relationships with the family. Behaviour is good as the childminder acts as a positive role model and sets clear boundaries, which enables children to develop a strong sense of belonging.

Numeracy and problem solving are promoted well as part of daily routines. For example, children count as they sing number rhymes and as they play hide and seek. Older children play bingo using their own hand-made bingo cards. Children develop an understanding of weight and volume as they take part in baking and cooking activities, such as making biscuits and pumpkin soup. Children speak clearly and confidently. They choose favourite story books for the childminder to read and to look at together. They have the opportunity to learn words in another language as the childminder's husband is French and resources within the home reflect his background. Children view the written word around the home, for example, each child has their own clearly labelled peg to hang up their personal belongings. Older children are able to write their name clearly and young children make marks with their fingers and with pencils. Children's creativity is developing well. They enjoy easy access to a good range of role play resources and they sing and dance as they enjoy their singing session with Big Ted. They thoroughly enjoy art and craft activities, and create wonderful brush and finger paintings. There are effective opportunities for children to gain an understanding of diversity; for example, resources reflect positive images and children learn about different cultures, traditions and beliefs.

The childminder has developed systems to promote children's good health, for instance, children are encouraged to independently wash their hands before meals and to use tissues to blow their noses. Children are active and develop confidence and skills as they use play equipment at the childminder's home and at local parks. Outdoor activities are varied. They enjoy walks where they collect natural resources which they use during creative activities. Children learn how to keep themselves safe, for example, they know that they must look and listen before they cross the road. They demonstrate that they feel safe as they have developed very warm relationships with the childminder and are therefore effectively developing skills that they need for their future.

## 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