

## Inspection report for early years provision

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<b>Unique reference number</b>	EY320019
<b>Inspection date</b>	18/12/2008
<b>Inspector</b>	Amanda Jane Tyson
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2006 and this is her first inspection. She lives with her husband and two children aged five and two years in a bungalow in Leatherhead, Surrey. All areas of the property are used for childminding purposes and there is a secure garden for outdoor play. The premises is located within walking distance of Leatherhead town centre, which has a variety of shops, schools, a library and parks.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child, aged 18 months, on roll. The childminder has a pet dog who lives in a kennel in the garden.

## **Overall effectiveness of the early years provision**

The childminder's warm, welcoming and inclusive practice encourages a strong sense of belonging and confidence in children. They are very happy and settled. The childminder's operational policies and procedures, and way that she shares these with parents are exceptionally effective in safeguarding and promoting children's welfare and well-being. The childminder evidences a good awareness of her strengths and areas for improvement. Children benefit from a good range of indoor, particularly outdoor, and community based early years experiences which parents are well informed about. The childminder's systems for monitoring children's progress and development and sharing this information with parents is at the early, but rapidly developing stage.

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

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

- further develop systems for monitoring and evaluating children's progress and development to support the delivery of a child-led activity programme in partnership with parents.

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

Children's safety is exceptionally well ensured whilst opportunities for adventurous and challenging play are delightfully retained. For example, a superb wooden play apparatus in the garden is fitted with commercial thickness safety matting and the perimeter of the den, underneath the viewing tower, is secured with camouflaged netting to prevent children running out in front of the swing and trapeze bar. The childminder has installed a wireless web cam so that sleeping children can be seen at all times. Children wear identity bracelets detailing her mobile telephone number when they go on outings so that a speedy reunion is more likely with her if they become lost. The childminder's knowledge and understanding of child protection issues is highly secure and underpinned by a robust procedure which ensures that

children's welfare is promoted and safeguarded. Other operational policies and procedures, such as for behaviour management and creating an inclusive environment, are also well implemented. All records and documentation required for the safe and efficient management of the Early Years Foundation Stage (EYFS) are in place and well maintained.

The childminder works exceptionally well with parents to meet children's individual care needs, such as those relating to sleep routines, dietary, health and emotional requirements. Parents are well informed of the activity programme via a monthly newsletter and the daily diary details children's care routine and general disposition. Additional features, such as a set of laminated photographs given to parents showing all the people that children have regular contact with, and the media photo images she sends them during the day to provide the 'fly-on-the-wall' information working parents often feel they miss out on, enables them to more easily understand their child's conversations at the end of the day. However, they are not so well informed about their child's individual progress and development towards the early learning goals, particularly in relation to what children's specific next steps for learning are.

The childminder demonstrates a strong commitment towards continuously developing her practice. After learning of the benefits of baby signing to support early communication, she set about to teach herself and the children. The childminder attends training courses regularly and makes very good use of the EYFS practice guidance to inspire her activity planning. She has booked to update her first aid certificate in advance of the expiry date.

## **The quality and standards of the early years provision**

The childminder plans the programme of activities around a pre-determined theme, for example, 'zoo animals' or 'Sea Creatures'. Although not exclusively, key outings, stories and creative activities are linked to this theme, for instance, children enjoyed a trip to the zoo and aquarium. One 'theme related' story is promoted throughout the month more than others, which provides toddler's with the repetition they so enjoy. Opportunities for children to learn their colours and shapes, practise counting skills and to experiment with weight, volume and capacity are embedded within activities, such as water play and cooking.

The foundations for early literary skills are being firmly laid through the childminder's delightful story-telling skills, which are often supported with props. Children skilfully combine sign language with speech to express themselves. They engage in interesting and worthwhile conversations with the childminder and are building up an impressive repertoire of rhymes and songs from their weekly visits to 'rhyme time' at the local library and in the home. Toddlers are well on their way to becoming confident and articulate communicators. Mark making opportunities are in plentiful supply. The outdoor cottage style playhouse provides a haven of arts and craft materials for children to access independently to create and design whatever they want. Children make Rangoli patterns during the festive period of Divali. A Mexican sweet-filled

piñata style pumpkin is made from papier-mâché for Halloween, and the nativity story is acted out with small finger puppets, helping them to make the connection between the three kings gifts and the presents they give and receive at Christmas time. These experiences, along with having access to a wide range of toys which depict positive images of disability and ethnicity, help children to understand about diversity.

The garden provides for extensive imaginative play. Children make camps in the camouflaged den, climb to the top of the tree-house style apparatus where they observe their immediate world ,from the viewing tower through a periscope or binoculars. They practise trapeze moves, and use the slide and swing. Children are learning how to judge their own risks. Children enjoy gardening activities and digging for worms and can while a way their time in the large sunken wooden sand pit. This daily use of the outdoors, along with the childminder's innovative methods for encouraging a healthy interest in food, is laying the foundations for children to adopt healthy lifestyle habits, for instance, they record what five portions of fruit and vegetables they have eaten each day on a pictorial chart. Children behave well because the childminder helps them to see how occasional unwanted behaviour looks from the outside looking in, by acting out a similar situation for them using two delightful persona doll puppets.

Whilst the activity programme is exciting and provides children with often excellent access to the early learning goals, planning does not yet start with the child; building on their current interests, on what they already know and what they need help with next. Children's achievements are documented through written observations and photographs but not enough attention is yet being given to documenting areas for further development, sharing these with parents and incorporating opportunities for children to progress in these specific areas within planning. Nonetheless, children are having a lot of fun and their sense of belonging is particularly strong. This is fostered by the way that the childminder helps children feel welcome and included within her home by providing each with their own special coat hook, bed, hand towel and are able to help themselves to toys as if they were in their own home. The relationship between the childminder and children is strong, trusting and affectionate.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

No complaints have been reported to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.