

Inspection report for early years provision

Unique reference number	EY374870
Inspection date	22/10/2008
Inspector	Amanda Jane Tyson
Type of setting	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 with in 2008. She lives with her husband and two year-old daughter in Worcester Park, which is within the London Borough of Kingston Upon Thames. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, of whom three are aged within the early years age range and one child is in the later years age range.

All areas of the home are available for childminding use. The kitchen-diner doubles as a play room and has direct access to a fully enclosed garden for outdoor play. The lounge is used for quieter activities and the bedrooms, on the first floor, are used for children who need to sleep. There are toilet facilities on both the ground and the first floor. The premises is located near to Worcester Park and Malden Manor main line train stations which provides direct links to London, Chessington and Epsom. There are infant and junior schools, pre-schools, parks and a variety of other community facilities within walking distance. The childminder has the use of the car and takes children on daily trips within the community and to and from school.

Overall effectiveness of the early years provision

Children receive high quality care and are making outstanding progress in their learning and development. Partnership with parents and children's other early years settings are excellent. The childminder's use of self-evaluation leads to continuous improvement, as a result, children receive a personalised programme of activities which are based on their immediate and developing interests and learning needs. They benefit greatly from the warm, welcoming and delightfully inclusive play and learning environment which is full of innovative features to encourage their sense of belonging.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop assessment systems to strengthen the effectiveness of children's learning journeys.

The leadership and management of the early years provision

The childminder's professional and enthusiastic approach to childminding is inspirational. Her home is superbly organised and equipped to meet the needs of all ages of children attending. Record keeping and use of risk assessment, for both inside and outside the home is insurmountable. For example, she has devised an identification card that details children's comprehensive health and medical

information, which makes clear that they are with their childminder. This enables parents to be contacted by a third party in the event of an emergency situation, and provides for the appropriate treatment of children with specific medical conditions, such as allergies. Furthermore, to support a lost child situation, a photograph of the child is included. Comprehensive written policies and procedures underpin the day-to-day operational plan and these are given to parents to read and sign prior to placement. The childminder is highly secure in her knowledge and understanding of child protection issues and of the procedures for recording and reporting concerns. As a result, children's welfare is exceptionally well safeguarded.

The childminder's knowledge and understanding of the learning and development, and welfare requirements of the Early Years Foundation Stage (EYFS) is highly secure. She makes excellent use of available training opportunities, the benefits of which can be clearly seen in the outcomes for children's learning and development. The childminder completed a particularly comprehensive and impressive on-line self evaluation form which highlights her proactive vision for further excellence. For example, to develop her own skills, and children's awareness and understanding of disability, she has booked herself onto specialist training.

Excellent partnership with parents ensures consistency and continuity of care and learning for children. The childminder has devised clear systems for monitoring and recording children's progress and development towards the early learning goals. She explains about the EYFS to parents in a newsletter and keeps them updated with new developments, for instance, after attending a workshop on 'enabling environments'. The childminder takes proactive steps to build professional relationships with staff at the children's pre-school, enabling her to provide a complimentary programme of activities.

The quality and standards of the early years provision

Children are making exceptional progress, from their starting points, towards the early learning goals. The childminder's understanding of children as 'unique little people' is embedded within her operational practice and begins with an individualised and gradual settling-in procedure. This enables the childminder to get to know the child and parent, and vice-versa. By the time children are left with her for the first time, they have already built up a trusting relationship. This helps to minimise any parent-child separation anxiety. Features, such as displaying photographs of the children in different play situations and of their parents, in a giant hanging photo sleeve is reassuring to toddlers and encourages a strong sense of belonging. The childminder describes how they endearingly plant a kiss on their 'mummy photo' whenever they pass by it.

Children thoroughly enjoy their time in this high quality play and learning environment. They are enthusiastic and interested in learning because the activity programme is based upon their immediate and developing interests. For example, children learned about fire safety and the different ways that firemen help people through the theme of 'Fireman Sam'. They practised the fire evacuation procedure, dressed up as firemen, pretended to put out a fire, and rescue a cat from a tree.

They learned to sing 'London's Burning', and to recognise and dial 999 in an emergency.

The childminder offers children a wealth of practical first-hand experiences which brings learning to life and which help to raise awareness of diversity. They practise teeth brushing on a giant dental model which helps them to see the difference between small and bigger teeth. They make pizza's from scratch; weighing and measuring to make the dough, choosing healthy toppings and learn where Pizza's originate from. Children enjoy plenty of fresh air and exercise. They dig in the soil, water the flowers and practise their climbing and balancing skills on the garden play apparatus. Children enjoy regular trips out to wide open spaces, to the library and shops and specific places of interest to support learning. Fresh homemade meals with plenty of fruit and vegetables lay the foundations for children to adopt healthy eating habits. Children's understanding of disability issues and various disability aids available are raised when they practise using a real wheelchair around the home and play with dolls accessorised with a range of additional aids, such as glasses. Children's awareness of ethnic, cultural and religious differences within society are consistently raised as they play with high quality toys, have access to lovely books and participate in a wide range of festival celebrations.

Toddlers have fun experimenting with real objects, such as cardboard tubes, wooden spoons, metal saucepans and plastic jugs. Their senses are stimulated and they are able to make connections between their play and the real world. Children get messy with gloop, create, design and build with paint and recyclables, and use a wide range of tools and gadgets with rapidly developing fine motor skills. Children mould with sand, and pour and measure water. Three year-olds confidently name basic shapes and are now learning to recognise more complex shapes, for instance, a crescent is described as a 'moon shape'. Children count and calculate when they play skittles and shops, as well as when they are out and about within the community. Parachute games provoke fits of laughter as they run and reach under, over and around. The childminder keeps track on children's progress towards the early learning goals by noting down her observations, taking photographs and keeping samples of their drawings. She monitors these records very closely and uses the information well to identify next steps for learning. The childminder is currently researching available systems for collating these valuable observation notes into an assessment format.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Early Years Foundation Stage.

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.