

Inspection report for early years provision

Unique reference number	EY375215
Inspection date	23/03/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her husband and four year old son in Surbiton which is situated within walking distance of Tolworth Broadway, shops, schools and public and community facilities. Children have access to the whole of the ground floor, plus two bedrooms and the bathroom and toilet on the first floor. There is an enclosed back garden for outdoor play. The childminder is also registered to work with, and in the home of, another childminder. This premises has pets; a cocker spaniel, cat and a hamster all areas are registered for childminding purposes. There is a play room, kitchen-diner, lounge with ground floor toilet facilities and a fully enclosed garden available for outdoor play. The childminder walks and uses her car to take and collect children from the local school and to take the children to public and community facilities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Child Care Register. When working in her own home she is registered to care for five children, of whom two may be within the early years age range. When working with her co-childminder she is registered for three children, of whom two may be within the early years age range. There are currently two children on roll within the early years age range.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder's use of self-evaluation, commitment towards professional development and inclusion is key to this constantly developing early years setting. Children are making excellent progress in their learning and development through the provision of high quality play and learning opportunities that are skilfully linked to children's individual needs and interests. Robust operational policies and procedures, including the childminder's strong and developing partnership with parents, effectively promotes and safeguards children's welfare.

What steps need to be taken to improve provision further?

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

- strengthen parental understanding of the Early Years Foundation Stage; provide more regular opportunities to discuss children's progress and development with parents so that they are fully involved in planning for and supporting their child's learning journey.

The leadership and management of the early years provision

Children benefit greatly from the childminder's continuously developing professional knowledge and skills. This is best, but not exclusively, demonstrated

by the changes she made to her own practice after attending a local authority 'Letters and Sounds' workshop. In partnership with her co-childminder she conducted a quality review of the books available for children, which resulted in new purchases to promote rhyme. Sacks filled with props to support and bring to life popular stories were introduced and she began to encourage toddlers to recognise, as they created, different sounds during play. As the childminder learned, this lays the foundations for phonic sound differentiation. Record keeping and use of risk assessment for both the premises and for outings is exceptionally rigorous and provides high levels of safeguarding to children. The childminder is secure in her knowledge and understanding of child protection issues and of the procedures for recording and reporting concerns.

In many ways, the childminder's partnership with parents is excellent. The daily contact book, which goes back and forth between herself and parents, is well used by both parties to share information about children's health, well-being and many aspects of development. The childminder seeks parental views of her service through the use of questionnaires and is proactive in responding to any suggestions for improvement. A regular newsletter keeps them up to date on activity plans and the weekly dietary menu, as well as encouraging parental support for identified group learning objectives, such as in relation to behaviour management. Well written policies and procedures explain most of the childminder's operational plan and her regulatory responsibilities. However, the 'how and what' children learn from play activities, such as when they are filling and emptying water, is not promoted enough to secure parental understanding, and thus enable their full participation in planning for and supporting their child's learning journey.

The quality and standards of the early years provision

Children are exceptionally happy and demonstrate a strong sense of belonging. The welcoming, inclusive and supportive environment fosters children's independence and confidence. They help themselves to accessible resources. For example, a wide range of creative media is stored in tilted bucket drawers to encourage children to create and design independently and they are free to move between inside and outside as they choose. Features, such as displaying photographs of parents on the wall, provides reassuring comfort for children at interim moments of the day. They have their own picture-labelled pegs to hang their coats and bags, and have a secure and trusting relationship with the childminder. Toddlers enjoy lovely intimate moments with the childminder as they are soothed to sleep and when they share books together.

Children spend an abundance of time enjoying outdoor play which keeps them healthy and active. The outdoor environment is superbly resourced and provides really good space and challenge for children to grow and develop in all areas of learning. For example, toddlers use giant chalks to make marks on the wall, they find out about the natural and living world during digging and planting activities, and climb with confidence because the childminder knows that a certain amount of risk is necessary if children's capabilities are to be stretched. Fire safety is practised as they act out 'Fireman Sam' narratives using the hosepipe on the

playhouse. The childminder exploits the unpredictability of the weather, such as when it snows or rains, to introduce children to new experiences and to extend their learning. For example, tremendous fun was had during the recent heavy snow which led to exciting indoor activities with arctic animals and ice cubes and splashing around in puddles is popular too. The childminder's adopts the motto, 'the messier and wetter the better' which is enabled through the provision of good quality wet suits and boots.

The childminder recognises opportune moments to support children's learning and to engage them in playful interactions, allowing them time to explore and experiment independently. She notes her observations and uses her secure knowledge to plan activities that link to their individual schemas, such as emptying and filling, or joining and lining up. This keeps them highly interested and encourages sustained concentration. For example, a trough of different coloured dried rice transfixed a child who spent the best part of the morning transferring the grains into different containers using jugs, sieves, spoons and funnels.

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?	2
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

There have been no complaints made to Ofsted since registration.

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.