

Inspection report for early years provision

Unique reference number	EY304226
Inspection date	07/07/2009
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 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 lives with her husband and two children, aged 14 and 12 years, in Ewell, Epsom. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, for a maximum of six children aged under eight years; of whom three may be within the early years age range, and of these one may be aged under one year at any one time. The childminder has been registered since 2005 and currently has six children aged under eight, as well as one nine-year-old on roll. Four of the children are currently within the early years age range, although two of these are of statutory school age.

The home is situated between Kingston and Epsom town centres and is within walking distance of Ewell Court Park and library, local shops and schools. All areas of the home are available for childminding purposes; there is a spacious lounge, dining room, kitchen and ground floor cloakroom. There are three bedrooms and a family bathroom on the first floor, and a rear garden available for outdoor play.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and demonstrate a strong sense of belonging in the childminder's care. Effective partnership with parents, along with the childminder's excellent use of observation and ability to critically evaluate what and how young children need to learn next, ensures that they make continuously good progress towards the early learning goals. The childminder's plan to develop assessment systems for older children who are within the early years age range, along with her commitment towards professional development are key examples of her strong capacity to sustain continuous improvement. Children's welfare is well supported and safeguarded through good record keeping and good operational procedures.

What steps need to be taken to improve provision further?

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

- build on the relationships already established with children's other settings, to develop a more collaborative approach for supporting children's learning towards the early learning goals and the end of their EYFS journey.

The leadership and management of the early years provision

The childminder organises the day very well to take account of young children's routine care and learning needs. Her home is well organised and well resourced. Self-evaluation is astute and highly effective, for instance, she recognised that no matter how exciting her planning for school aged children in the afternoons was, they seemed to always want to do something else. Now children enjoy the daily

routine of discussing and agreeing what they want to do on the journey home from school. The childminder attends training regularly and she uses what she learns to further improve her practice. Recent safeguarding training has secured her knowledge of the importance of recording and monitoring procedures, and of what to do and when if she becomes concerned about a child. Food safety training led to the installation of thermometers in her freezer and fridge to minimise the possibility of food poisoning. The childminder has been proactive in seeking out and securing Early Years Foundation Stage (EYFS) training, and her strive to develop a highly effective system for planning and assessment, for young children in the EYFS, is an excellent example of her capacity for ongoing improvement. Children's progress records provide a superb documentary of their learning journey.

All required records and documentation, such as those relating to children's health needs, are in place and well maintained. In addition, the childminder has devised and implemented written policies and procedures for parents, so that they understand her regulative responsibilities and operational practice, for example behaviour management, child protection and complaints. Children are cared for in a warm, welcoming and well maintained home environment. Thorough risk assessment, which includes a clear action plan, helps to minimise the risk of accidents to children both within and outside of the home. The childminder holds a current first aid certificate and is therefore well equipped to care for children if they become unwell or have an accident. Relationships between the childminder and parents are highly effective in ensuring that children receive consistency and continuity of care and learning between their home and the childminder's.

Parents regularly view the progress records of younger children and they work in close partnership with the childminder to support children's learning. Whilst partnerships with parents of school aged children are also highly effective, this has yet to be developed to include children's other early years providers so that support for children's learning can be wholly triangulated.

The quality and standards of the early years provision

Children enjoy a good range of activities that promote and support their learning towards the early learning goals. The childminder knows the children individually very well and this is enhanced by her reflective practice which enables her to recognise their developing interests and progression. For example, an already developed interest in birds and small creatures is further extended throughout the day, for example, by listening to the birds singing, through rhymes and stories.

This coupled with the childminder's understanding of the preferred learning styles of each child, and of boys to be physically active, results in a programme of activities that centres around the outdoors. This further lays the foundations for children to adopt healthy and active lifestyle habits. Young children explore weight, volume and capacity through water and sand play in the garden. They fill and empty water using different sized jugs and cups and watch with interest as water sprinkles through a sieve. They learn how to produce a 'firm' sandcastle by filling the bucket first and when a ladybird flies onto their hand the childminder exploits

the opportunity to teach them to be gentle through the use of associated rhyme, which further provides the foundations for encouraging language and literacy skills. The childminder constantly engages children in interesting and worthwhile conversations and in her daily routines. In addition to encouraging speech and language, this raises their understanding of the wider world, of how and why things work, and the reason for rules or decisions to keep them safe and comfortable. For example: why the slide needs to be dried before being used; loading the washing machine and collecting the letters delivered by the postman. Toddler's are becoming confident and competent learners which is well demonstrated as they patiently attempt, and then succeed, to work out which cars fit onto the track and which ones do not.

School aged children enjoy riding motorised, toy cars, younger children begin with non pedal trikes and progress to pedalled bikes. The play house fluctuates between being a 'school' and a 'home' where roles are negotiated and agreed. All children are currently enjoying growing their own sunflowers; the race is on, for older children, to see whose can grow the fastest, whilst younger children are learning that plants need water. The childminder subscribes to a bi-monthly creative arts magazine and uses the activity ideas for older children. Pre-school and school aged children know how to keep themselves safe on outings. When they arrive at each venue the childminder briefs them on her risk assessment, which includes an identified place for them to meet in the event that they become lost. Family style mealtimes, along with the provision of plenty of fresh fruit for snacking on and fresh drinking water, is encouraging children to adopt good social skills and healthy eating habits.

Children benefit from the childminder's individually tailored settling-in procedure, which is as sensitively planned for school aged children as it is for younger children, for example, the childminder organises a little outing for just herself and a new school aged child, so that they can get to know each other on a one to one rather than them having to cope with meeting her and the other children at once. Children are very happy in this delightful setting.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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

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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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