

Inspection report for early years provision

Unique reference number	139615
Inspection date	24/06/2009
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).

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 has been registered since May 1999. She lives with her husband and two teenage children in a residential area of Worcester Park, Surrey. She has two adult children who no longer live at home. The town centre, with a range of public and community facilities is within walking distance. All areas of the ground floor are used for childminding. There is a downstairs bathroom. One of the bedrooms on the first floor is available for children to sleep if required. The childminder is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register to care for a maximum of five children aged under eight years. The childminder is currently caring for three children within the early years age range.

The childminder has a number of pets: three cats, three parrots, an aviary with a selection of different birds and two Cavalier King Charles dogs. The first half of the back garden provides outdoor play space and has a covered pond. The rear of the garden is fenced off to protect the children from the tropical garden and environmental area, which has an additional pond.

Overall effectiveness of the early years provision

Overall the quality of the provision is good with many outstanding aspects. Children are making superb progress in their learning and development because the childminder works exceptionally well with parents and other agencies to meet children's individual needs, as well as delivering a delightfully inclusive and stimulating range of activities that are specifically linked to children's individual and unique requirements. Their welfare needs are mostly very well safeguarded, but there are gaps in procedures for ensuring children's safety whilst on outings. Nonetheless, the childminder's enthusiastic and professional approach demonstrates a strong vision for excellence and commitment to ongoing improvement.

What steps need to be taken to improve provision further?

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

- further improve the procedure for safeguarding and promoting children's welfare whilst on outings: consider implementing a system for enabling a third party to be able to contact children's parents in the event of an emergency; and make sure that children's names are not visible to strangers
- further develop the systems for monitoring children's progress and development so that information can be effectively used to inform the end of year EYFS assessment.

The leadership and management of the early years provision

Children are cared for in a vibrant, stimulating, warm and welcoming environment which is superbly resourced with a wide range of play and learning equipment. The enchanting garden and menagerie of animals provide children with superb and diverse learning experiences. The childminder made sure that she completed all four themed Early Years Foundation Stage (EYFS) workshops well before the September 2008 implementation date and the impact of this is reflected in the outstanding outcomes for children's learning and development. In addition, the childminder has updated her first aid certificate and safeguarding training. Using what she learns, the childminder modifies and extends her activity planning and procedures to enhance her provision. For example, in addition to enjoying fruit picking at the local farm children now have their own growing area in the childminder's garden. Recent training has enlightened her to the benefits of allowing 'acceptable' levels of risk in play to develop children's physical confidence and levels of motor proficiency, for example through climbing and balancing which she now supports with the acquisition of safety matting. The childminder demonstrates secure knowledge and understanding of child development and the EYFS. She monitors children's learning and development very closely, from their starting points, forming clear evaluations of what they can do and what they need help with next. The childminder then makes sure that challenges to support children's identified needs are subtly threaded into the daily routine and activities. However, this information is not, at this stage, well documented to provide a clear picture of children's learning journey to inform their end of EYFS assessment.

Children's welfare needs are well promoted and safeguarded through excellent communication with parents, any health professionals and children's other early years settings, such as nursery school, as well as comprehensive record keeping, for example accidents and administered medication. The risk of accidents to children are minimised well within the home by child safety gadgets, such as cupboard locks and stair gates. However, children wear name badges whilst on outings, albeit with the intention of supporting a speedy reunion with her if they got lost, and this provides strangers with information that may place children at more risk. In addition, there is no effective system which would inform a third party that the children were not her own, for instance in an emergency situation, so that parents could be contacted.

The quality and standards of the early years provision

The childminder provides a hive of activity for children to explore and investigate that promotes learning through play exceptionally well. Healthy eating habits are encouraged through visits to the supermarket whereby they choose and weigh fruits and vegetables and through gardening activities whereby they grow, pick and then taste their produce. Children enjoy daily outdoor activities, such as going for walks with the childminder and her dogs, tree climbing, pond dipping and sand and water play in the stimulating surroundings of the childminder's garden. Pictorial reminders encourage hand washing after using the toilet and the childminder has instant hand sanitising gel at the ready at all times so that when

children touch her pets their hands can be swiftly wiped. Children learn how to use scissors safely, and this is preparing them well for her future activity plans, for instance woodwork. They learn road safety rules when out and about and know not to touch, and why, dogs other than her own. The childminder practises the fire evacuation procedure with children regularly so that they know what to do and where to go in an emergency and this is often acted out through small world play, for instance with the doll's house and fire engine.

Children learn about the cultures, religious beliefs and roles of people living in their immediate community through the childminder's community contacts. The lollipop lady is now a good friend and neighbours share their religious customs, such as sweet making, during festival periods. Children are encouraged to talk to the childminder's parrots, they are gentle and affectionate towards her 'very docile' pet dogs and cats, are able to monitor the lifecycle of a frog first hand and have, in the past, been lucky enough to watch chicks hatch from eggs. The childminder has a lovely selection of musical instruments which intrigue babies and are used by toddlers and preschool children to tap out the beats of their name. Babies' responses alongside preschool children demonstrate inclusion particularly well; toddlers concentrate on the rule for 'sitting down quickly' during musical bumps, whilst the whole body of non walking babies bounces up and down in excitement during musical bumps; they even stop still suddenly when the music stops. Squeals of laughter ring out and the eye contact between babies and the childminder demonstrates their strong sense of belonging and exceptionally close and trusting relationship with her. Babies enjoy exploring the contents of the childminder's kitchen cupboard, such as pots and pans and wooden spoons which together, they discover, make interesting sounds, whilst she prepares snacks and meals. Planning is very astute and well considered to encourage children's identified learning needs, for example children who are reluctant to 'get messy with hands' enjoy the squelchy feeling of cold spaghetti underneath their bare feet.

Children are developing a wide range of skills which are preparing them well for the future. They are becoming articulate and confident communicators, and are keen to use writing and mark making tools, such as pencils, chalks and paint brushes. Toddlers are already linking letters to sounds and can recognise their name in print and most numerals up to 10. Children enjoy using their developing literacy skills because activities, such as creating their name out of twigs, are innovative and diverse. Children have regular access to a computer and toddlers are already able to navigate a mouse around the screen and know what button to press to print their creative work.

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?	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?	2
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?	2

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?	2
How well are children helped to stay safe?	2
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

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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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