

Inspection report for early years provision

Unique reference number	139780
Inspection date	08/07/2009
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 was first registered in January 1993. She is now registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children aged under eight; of these three may be within the early years age range, of whom one may be aged under one year at any one time. The childminder currently has six children on roll, of whom five are within the early years age range, one is age six.

The childminder lives with her husband and three adult aged children in Worcester Park, Surrey. The premises is located within walking distance of Worcester Park High Street shops, parks, library and a selection of schools and playgroups. All rooms on the ground floor and two bedrooms on the first floor are used for childminding purposes. There is a garden available for outdoor play, which is divided into two. Access to the second garden is fenced off because there is a large uncovered pond. Other than the fish, there are no pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder's reflective and proactive approach to embracing new ideas for promoting and supporting children's learning and development makes this a continuously improving setting. Children's learning and development is well monitored and supported; activities and routines are inclusive and skilfully linked to their unique requirements. As a result, children are making good progress, from their starting points, in their learning and development. The childminder works in close partnership with parents and children's nursery and school settings, which means that children receive consistent and complimentary early years experiences and support. Children are happy, secure, sufficiently safeguarded and demonstrate a strong sense of belonging in the childminder's home.

What steps need to be taken to improve provision further?

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

- consider ways to further safeguard children on outings; pay particular attention to enabling a speedy reunion in the event of a lost child situation
- update knowledge and understanding of the Local Safeguarding Children's Board (LSCB) procedures, particularly in relation to the reporting of concerns
- provide parents with information to explain the complaints procedure.

The leadership and management of the early years provision

The childminder evaluates her practice well and takes action to address any areas identified for development. For instance, she set about, with a childminding colleague, to devise and implement a system for monitoring and assessing

children's progress and development in line with the Early Years Foundation Stage (EYFS) requirements. Highly noteworthy observations now provide a clear picture of how children are accessing their learning and whether or not they are enjoying it. Astute evaluation then identifies children's achievements, emerging interests, difficulties or gaps and how these are to be supported and developed. Behavioural incidents, details of accidents and injuries sustained and of all medication administered to children are all included with this information. This provides a holistic view of each child, and most certainly helps to safeguard and promote their welfare.

The childminder establishes friendly, trusting and professional relationships with parents, nursery and school teaching staff. Information is effectively shared to provide children with consistent support, to agree ways to move children on in their learning, for example, from counting to calculation skills, or to help them prepare for starting pre-school by transferring from one toddler group to the one on the preschool premises. Overall, parents are well informed about all aspects of children's care and learning, but less aware of childminding regulation and procedures, for instance, complaints. Although the childminder's knowledge and understanding of child development and signs and symptoms of possible abuse and neglect is secure, her knowledge of Local Safeguarding Children Board procedures for recording and reporting concerns is not current.

The childminder organises her home well so that children can play safely, for example, access to one pond is prevented by fencing. Play and learning resources are stored so that children can help themselves and are of good quality. The childminder makes good use of local facilities, such as the library and toddler groups, soft play centres and the parks. Accidents are minimal because risk assessment is thorough and when they do occur, children are well cared for because the childminder regularly refreshes her first aid training. The childminder takes children on outings with other childminders so that there is always more than one adult present in the event of an emergency situation. However, whilst she describes high levels of vigilance when taking children to busy places, the possibility of a child becoming lost or misplaced, and how they could be reunited with her quickly to minimise the distress caused, has not been considered in depth.

The quality and standards of the early years provision

Children are thriving in the care of this experienced childminder. They keep healthy and physically active through daily use of the childminder's garden, trips to local parks and walks in and around the immediate community. Children are easily comforted by the childminder if they become upset or unwell. Her first aid certificate is regularly updated and she has all the necessary written agreements from parents, for example to enable her to administer temperature reducing medication, or to seek emergency treatment for children. Older children enjoy helping with younger children and are tolerant and understanding of their age and stage related differences. Moral messages, such as 'sharing', is a feature within most aspects of the day when two toddlers are present; the childminder monitors and supports this 'difficult' stage of childhood very well.

Children enjoy observing the pretty dragonflies that hover over the pond and rest on the lily pads and monitoring the growth of tadpoles in the hope that they will develop into frogs. Toddlers are being well prepared for future learning through the childminder's recognition of the need for gross motor proficiency before the development of fine motor skills. For example, ball play is encouraged and they make marks with decorating brushes and water on the wall, and with chunky chalks on the patio. By the time children have reached pre-school age they have well-developed physical dexterity; drawings are precise and detailed, threading skills are perfected, and intricate models are created and designed using craft materials and recyclables.

Water-play is popular with all the children; some enjoy washing the coupe cars with soapy water whilst others prefer bathing dollies and washing their clothes. Children's individual progress records show how the childminder, after one day observing their fascination with adding water to the sand, began providing more regular opportunities for children to experiment and discover using both sand and water together. The development of numeracy, problem solving and calculation skills go hand in hand with helping preschool aged children to develop good social skills, such as losing gracefully, when they play dominoes. They count competently to 100 and enjoy the challenge of simple arithmetic. Four-year-olds competently recognise the letters of the alphabet, can write their name, recognise other names and are beginning to link letters to sounds. Children enjoy regular trips to familiar and new places, for example weekly visits to local toddler groups where they have access to many creative and group activities, and to the farm, zoo and such like.

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

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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