

Inspection report for early years provision

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Inspection date	04/10/2010
Inspector	ISP Inspection
Type of setting	Childminder

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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.

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Description of the childminding

The childminder was registered in February 2009. She lives with her husband and two children in Ewell, Epsom. The upstairs bedrooms are used for play by school-aged children and for younger children to sleep. The ground floor consists of a through-lounge, kitchen-diner, a cloakroom and secure enclosed garden for outdoor play. The premises is situated within walking distance of parks and wide open spaces, local shops and main line rail links to London Waterloo and Epsom.

Currently the childminder is caring for three children aged under eight years; of these two are within the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than four children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

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Children are emotionally secure, happy, and safe in the childminder's care. Partnerships with parents and other agencies involved with children are rapidly developing and ensure that children's individual needs are consistently understood. As a result, given their age, ability and starting points, they are making good progress in their learning and development. The childminder has embraced self-evaluation and the effectiveness of this is demonstrated by her identified priorities for further development.

What steps need to be taken to improve provision further?

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

- develop further: the programme for supporting information and communication technology skills; ideas for helping toddlers understand the impact of unwanted behaviour on others; and knowledge and understanding of how boys learn best.

The effectiveness of leadership and management of the early years provision

Children's welfare is carefully monitored and safeguarded by good record keeping,

rigorous risk assessments and the childminder's secure knowledge and understanding of her regulatory responsibilities, for example if she becomes concerned about a child. Accidents are minimised in the home by the use of child safety gadgets and sensible house rules. Procedures are in place for keeping children safe on outings; this includes a well thought-through plan for responding to a potential lost child situation which reflects the uniqueness of each individual venue. All requirements for record keeping and providing information to parents are met well. Parents are, therefore, secure in their knowledge and understanding of all the childminder's operational procedures and regulatory responsibilities.

The childminder has a good range of play and learning resources, which are accessibly stored, appropriately replenished, and steadily being supplemented to promote equality and diversity and to meet children's developing interests and needs. Good use is made of community resources, to support children's learning and development, particularly the library and zoo.

The childminder has made a very good start to her childminding. She has embraced the Early Years Foundation Stage learning and development requirements with high levels of enthusiasm. Children's learning and development is effectively monitored and supported through sensitive, and astute, observational assessments which are very well documented to show children's holistic learning journey; what they have achieved and in what areas of learning they need help with next. She has involved parents fully in this process and has already initiated the beginning of strong partnerships with the preschools and schools that children attend, to ensure that children receive consistent learning support. The childminder has a long term aim of achieving a recognised early years qualification and immediate plans to develop her activity planning to further promote equality and diversity.

The quality and standards of the early years provision and outcomes for children

Children walk to and from school each day where they enjoy visits to the local park en route home. They enjoy the childminder's garden, which is well equipped with physically challenging play apparatus, such as a slide, climbing frame and trampoline, as well as bikes and opportunities to be imaginative in the playhouse. They use giant patio chalks to create marks and use paint to create their pictures. Children have their own area for digging and planting and, following their success in growing flowers from seeds, are now looking forward to growing vegetables. The foundations for children to adopt healthy eating habits are being firmly laid by the daily provision of fresh and dried fruit snacks and nutritionally well-balanced meals.

Younger children show that they feel safe in the way that they move confidently around the childminder's home, settle contentedly to sleep after lunch, and are comforted by her when they have the occasional tearful moment. This week the childminder has appropriately linked activity planning to compliment the National

Schools' Fire Safety Week. Older children have since learned important 'house fire' rules, such as going to a front bedroom and not hiding in cupboards if they are upstairs when a fire breaks out on the ground floor. Children wear wrist bands when they go on outings and are aware that the telephone number detailed on these is the childminder's which means that they can be reunited with her quickly if they become temporarily lost. This reassures children.

Toddlers become absorbed in highly constructive solo play which is typical for their age and stage of development. They play nicely alongside each other when the childminder is with them, but are at the stage where they find sharing their personal space and toys difficult. This sometimes leads to squabbles which result in one or other being injured. However, the childminder is working really hard to address this and is keen to explore different methods. The childminder is exceptionally patient, gentle and consistent in her approach and is making progress, for instance they know to say sorry.

Toddlers enjoy regular visits to the zoo and aquarium which encourages their learning in all areas. For example, they are learning to name and differentiate between animals, for example tigers and leopards by the stripes and spots. They are introduced to size when they meet small and giant tortoises. Colour recognition is reinforced by the tropical fish. Children build and assemble with blocks which encourages critical thinking and problem solving skills as they work out how to make their towers balance. Their developing imagination is very well demonstrated as they use the small world figures with plastic animals. They transform wicker storage boxes into a car which they drive, or into a 'Jack-in-the-box' by sitting in one and placing another on their head. The weekly visit to the library, where children choose books to bring back to the childminder's to read together, is helping to foster an early interest in literacy. The childminder is aware that boys seem less interested in using pencils and is keen to find out about ways to promote this more. Recently acquired technological toys are yet to be fully utilized, although school-aged children enjoy using the camera. Older children enjoy using the laptop and do so with skill, but this is more difficult for younger children as there is no suitable keyboard.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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