

Inspection report for early years provision

Unique reference number	EY410494
Inspection date	23/11/2010
Inspector	Amanda Tyson
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder lives with her husband and two children who are aged over eight years in a house in Ewell, Epsom. They have a dog (spaniel) and a hamster. She works in partnership with her sister, who lives next door and who is also a registered childminder. The premises is located close to shops, schools, Nonsuch Park and public transport links. With the exception of the loft room all areas of the home are available for use. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She also offers care to children aged over eight. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll aged two and four years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, exceptionally welcoming, safe and secure environment. They are happy and making good progress in their learning and development. The childminder prioritises establishing secure and trusting relationships with parents and gathering information to enable her to understand and meet children's personal, social and emotional needs. She then proceeds to plan for children's individual learning journey. The childminder has established a trusting and communicative relationship with parents and this is strengthening by the day. Partnerships with children's other early years providers have been initiated, but they are still in the early stages of development. Self-evaluation is good; priorities for improvement are clearly identified and are being targeted. For example, a vegetable garden has been created and is currently being cultivated ready for use next season. The childminder is highly dedicated and her exciting plans for the future demonstrate strong capacity for her vision of excellence in all areas to reach fruition.

What steps need to be taken to improve provision further?

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

- establish a procedure for working in partnership with children's other early years providers; to support children's learning and development
- bring to fruition identified plans for improving the outcomes for children's learning and development, for supporting children's safety whilst on outings, and for pursuing professional development
- take further steps to make the greenhouse and playhouse glass window panes safe.

The effectiveness of leadership and management of the early years provision

The childminder has made a strong start to her business. All records and documentation, policies and procedures required for the safe and efficient management of the setting are in place. These are effectively maintained and implemented. Potential risks within the home, and public and community places that children are taken to, are mostly identified, and well targeted to minimise accidents and incidents. For example, a lost child procedure is planned for each individual outing and, through self-evaluation, further improvements are in the process of being made to this. The childminder thought she had made her greenhouse and shed window panes safe, but there is a risk of shattering glass. The childminder works closely with parents to meet children's health and emotional needs. Her knowledge and understanding of local safeguarding children procedures is secure and she monitors their welfare and development closely. The childminder's co-minding arrangement, with her sister, provides well for potential emergency cover and for further supporting children's safety when they are out and about in the community. The home is very well organized to meet children's differing needs. There is a good and increasing range of play resources, which are stored accessibly, and attractively to inspire and enable children's imagination and independent thinking. She has some play resources to promote awareness and understanding of diversity, and supplementing these further is a current priority. Very good use is made of the outdoors all year round. Children's starting points for learning are clearly identified, and thereafter sensitively monitored and supported. Activity planning is completely responsive to children's individual developing interests and identified learning needs which ensures that equality and diversity is well promoted.

Relationships between the childminder and parents are friendly and trusting. They praise her professionalism and inspiring activity planning, such as taking children to visit the fire station after practicing emergency evacuation in the home, as a key strength. Parents further highlight how quickly children settle into her care and how happy they are to attend. Information about children's welfare needs is very well shared through daily exchanges and use of a two-way communication book. The childminder is focused on developing this further by involving them more in planning for children's learning and development. Procedures for working in partnership with children's other early years providers are not yet fully established, but she is committed to targeting this as a priority. The childminder is becoming a highly reflective practitioner. She has made use of the Ofsted self-evaluation form, which identifies clear priorities for improvement. The childminder demonstrates high levels of enthusiasm, which is clearly demonstrated by her plans to access local authority professional training opportunities. The capacity for continuous improvement is strong.

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

The strong sense of emotional security demonstrated by young children who have only been attending for five days is testament to the effectiveness of the childminder's admission and settling-in procedure. She gathers comprehensive information from parents and ensures a gradual parent-child separation process. Toddler's understand the routine and even know when it is nearly time for 'mummy to arrive' because the childminder has helped them to associate this with when it gets dark. Her sensitive and astute observational assessments of children are very well used to encourage children to access the full early years curriculum. A developing fascination with 'eyes', following a sticking activity, leads to making glasses with construction equipment and this is only the beginning of the plans to explore 'glasses'. She notices and encourages their interest in technological toys and this leads to exciting experiments and discoveries, for instance finding more than one way to activate a three dimensional mechanical puzzle, and a giant digger using a remote control. The childminder skilfully enables the inclusion of children of different ages and gender whilst ensuring these are achievable for younger and challenging for older children. Whilst toddlers remain fixated with sorting through the different 'googly eyes' to stick onto a wooden spoon, four year olds focus on attention to detail, for instance creating outfits to dress the 'spoon dollies' and carefully creating facial features. Mark-making and writing opportunities are freely available and are well accessed by both genders and different ages. Children's awareness and understanding of diversity is raised through carefully planned activities, such as drawing around their hands and designing Mehndi hand patterns with felt tip pens to celebrate Eid and/or Diwali. They have fun engaging in Halloween activities at the local farm and then discovering what the inside of a pumpkin looks like when they return home. Children are developing a keen interest in literacy through regular visits to the library where they choose their own books, by listening to stories read by the childminder and those she has on CD for the car journeys. Imaginative play is clear favourite; toddlers make pretend dinner on the play cooker and school aged children have tremendous fun creating dens under the table with a blanket, lights out and torches, and in the garden.

The foundations for children to adopt healthy and active lifestyle habits are being firmly laid by the provision for daily outdoor play and experiences, and a well balanced daily diet. Their fears of dogs have been overcome by the childminder's pet spaniel, her reassurance and explanations of dog safety rules, and their daily walks in the park. They use the pelican crossing daily, practice fire evacuation regularly and learn additional ways to keep themselves safe through practical experiences, such as visiting the fire and police station. Children enjoy observing and collecting nature and playing in the leaves and are closely watching the progress of the childminder's gardening plot, which is currently being prepared, for them, for next season. Children are developing in physical confidence, for instance toddlers are now attempting to climb rather than raising their arms to be lifted. Children are extremely happy and very well occupied in this delightfully progressive setting. As a result behaviour is exemplary; they trust the childminder and show a good understanding of right and wrong. They enjoy sharing their experiences and

future plans, such as impending holidays to visit family in far-a-way countries, because they know the childminder is interested in what they have to say.

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	3
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
--	---

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

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----