

Inspection report for early years provision

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Inspection date	07/12/2010
Inspector	Amanda Tyson
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).

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 was registered in December 2009 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children; aged seven, two, and four months. The setting is situated in West Ewell, within the borough of Epsom and Ewell, Surrey. Ewell Village, West Ewell train station, a parade of local shops, playparks and wide open spaces are all within short walking distance. Epsom town centre is within short travel distance. The childminder is registered to care for a maximum of three children aged under eight years at any one time; of these no more than one may be within the early years age group. However, an exception to this condition has been granted to allow the childminder to care for two children within the early years age range; for named children only. The childminder's registration on the voluntary part of the Childcare Register means that she can care for children aged over eight years as well. There are currently two children on roll within the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have not been attending for very long, but already demonstrate a strong sense of belonging in the childminder's care. The environment is highly inclusive, warm, welcoming, and stimulating; children are thriving. A strong and rapidly developing partnership with parents exists. Self-evaluation is very well targeted to improve the outcomes for children's learning and development, but has omitted to identify a gap in the legal requirement for a specific aspect of record keeping. However, the childminder is committed to rectifying this and the impact on children is negligible. Overall, her future plans, for instance to develop partnerships with children's other early years settings, demonstrate a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.

28/12/2010

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

- include any assessments of risks for outings and trips within the record of risk assessments.

The effectiveness of leadership and management of the early years provision

Children's welfare is sensitively monitored, supported, and safeguarded. The childminder is clear about her responsibilities for protecting children from unvetted adults, and secure in her knowledge and understanding of the procedures to follow if she becomes concerned about a child. Risk assessment is rigorously carried out, both in the home and for outings. For example, numerous child safety gadgets are used to prevent children accessing hazards, such as the stairs and in kitchen cupboards. Each outing is carefully assessed and targeted to minimize a lost child situation and high-visibility tabards, detailing her mobile telephone number, have been purchased for children to wear when they visit busy places. However, whilst the impact on children is negligible, the requirement for recording these risk assessments has not been met. This is a breach in regulation. Nonetheless, all other records and documentation required for the safe and efficient management of the setting, such as all those for supporting children's health needs and obtaining all the necessary parental permissions, are in place and well maintained.

Play and learning resources are of high quality, exceptionally well deployed to promote equality and diversity, and to provide an enabling environment for all children. Provision for sensory and heuristic play, for encouraging children to use their imagination, and to develop critical thinking and problem solving skills is excellent. Partnership with parents is strong. They share information daily via the use of a two-way communication book in the mornings and a more relaxed hand-over at the end of the day. Parents are, overall, very well informed of her regulatory and operational policies and procedures. These are detailed in writing, and on her website which includes local early years news and contacts.

The quality of observational assessments undertaken by the childminder; which identify children's starting points, track their progress, and identify astute next steps for learning, show a rapidly developing provision. This information is exceptionally well used to inform and guide planning and to identify priorities for further development, for instance developing the literacy skills of preschool children using their interest in technology. Technical difficulties have prevented the childminder from completing the online self-evaluation form but this is in the process of being corrected. Secure plans are in place for establishing partnerships with children's preschool in January; to ensure that they receive supportive and complimentary learning support between their two settings. The childminder is well placed for achieving excellence in all areas in the future.

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

Children's settling-in experience is very well supported by the childminder's well-developed understanding of parent-child separation anxiety. For example, she

operates a procedure whereby parents are asked to settle their child through a gradual leaving process. Activity planning is entirely responsive to children's developing needs and interests; is often spontaneous and consistently delivered with superb outcomes. For example, very young children are drawn to the Christmas tree with all its twinkling and vibrant decorations and the childminder responds to this by presenting baubles within a play trough, and tinsel, wrapping paper and such a like inside a play tent all of which result in delightful play. When preschool children engage in arts and crafts, younger children are fascinated by the sticky feeling of glitter and glue, the marks they make with painted hands, and the shape and size of all the different boxes, tubes and cartons that they use to make models. When young toddlers decide that they do not like the snow, despite the concerted attempts of the childminder to introduce them with a gentle sledge ride in the park, she adapts activity planning. Instead, preschoolers enjoy their snow play in the garden whilst young toddlers watch their antics, including throwing snowballs at the window which they watch with utter excitement from the inside. The strong sense of belonging and emotional security of babies/young toddlers, is very well demonstrated by the way in which they move confidently around the childminder's home; helping themselves to the wide range of toys and making requests for access to specific cupboards, such as the one which contains the plastic mixing bowls and jugs, and wooden spoons which are explored in all sorts of inspiring ways; from creating sounds, to placing mixing bowls on their heads.

The childminder has a wide range of programmable and technological resources which she makes excellent use of. Preschoolers use electronic books; they listen carefully to the electronic voice instructions and navigate the electronic pen, which requires good pincer grip, around the page to find the specified items or people, for example a 'lily pad', 'banjo', or the 'green go button'. They are learning to navigate remote controlled toys and to master the skill of turning on and off walkie-talkies when it is time to speak, or listen. They have fun learning about size as they measure their footprints in the snow, experiment with weight, volume, and capacity as they play with water, and enjoy cooking activities which have taught them how to crack eggs without dropping the shell into the mixture.

The foundations for children to adopt healthy and active lifestyle habits and to develop skills and knowledge to keep them safe in the future are being firmly laid. They enjoy a healthy daily diet of snacks and meals and the sociable mealtimes, taken at the table, encourage table etiquette and conversation. Outdoor play is a prominent feature and the childminder has a sensible and progressive approach to allowing acceptable risk in play; which builds children's confidence and helps them to understand their own capabilities. The childminder has introduced them to fire safety and is focused on developing this further in line with their level of understanding. Children behave very well. Squabbles are few because there is plenty to do. The childminder guides their moral understanding through the use of stories and by engaging in their play. In this way children can see what their behaviour looks like from the outside looking in.

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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