

Inspection report for early years provision

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Inspection date	10/05/2011
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).

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 2010 and is available on a full time basis. She lives with her husband and three of her adult children in a residential road in Kingston-Upon-Thames, Surrey. The premises is situated within walking distance of the town centre, parks, schools and public transport links. The whole of the childminder's home is registered for use, although the childminder currently only uses the ground floor which has toilet facilities. There is a fully enclosed garden for outside play. The childminder has two dogs, two terrapins, a tank of indoor fish and some fish in a small covered garden pond.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Registration is for a maximum of six children aged under eight years at any one time; of these three may be in the early years age group, of whom no more than one may be aged under one year at any one time. The childminder is currently caring for three children within the early years age group. The childminder also offers care to children aged over five years to 11 years. The childminder has a car and is able to take and collect children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made a strong start to her childminding business. The play and learning environment is particularly inspiring. Children's welfare and development is very well supported, promoted and safeguarded. Although partnerships with children's other early years providers have yet to be established, highly communicative and trusting relationships with parents have been firmly established. This, along with the childminder's use of observation, ensures that she understands children's individual needs exceptionally well. The childminder consistently reflects on her practice. Her provision is entirely responsive to children's individual needs and priorities for improvement are astute and proactively targeted. Overall, given their age, ability and starting points children are making good, and rapidly developing progress towards the early learning goals. This is a very progressive setting with good continuous improvement.

What steps need to be taken to improve provision further?

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

- develop partnerships with children's other early years providers.

The effectiveness of leadership and management of the early years provision

Children's welfare is very effectively safeguarded. The childminder carries out comprehensive observational assessments, she is systematic in her record keeping and demonstrates a secure understanding of what to do if she has concerns about a child. Risk assessments are carried out on her premises and for outings and the childminder has a well thought through procedure in place for responding to a missing child situation. Although not yet in place, the childminder plans to introduce various systems to further support children's safety on outings, for instance providing wrist bands for children to wear detailing her mobile phone number.

Since registration, and in response to children's individual interests, the childminder has turned her garden into an exciting and highly innovative play and learning environment. For example, a hose pipe has been encased to provide a water station to enable emptying and filling. A child's interest in pirates has been brought to life by a renovated fishing boat which was rescued from a skip; equipped with a ship's wheel (found in a charity shop), parrot mobiles, treasure chests and shingle, along with pirate costumes. The playhouse is well equipped for pretend domestic play, but is also home to a wide range of other resources, such as puzzles, books and games, providing for all children's interests and development needs. Each child has their own gardening plot, and there are digging, sand and painting areas. Covered areas enable all-weather play, small tables provide for outdoor dining and a tent is home to the books. All records and documentation required for the safe and efficient management of the setting are in place and well maintained. The childminder makes very good use of local community resources, such as the library and parks and organises visits to 'stay and play' sessions for children who do not attend preschool during the mornings.

Parents are provided with clear written information to explain the childminder's operational plan and regulatory responsibilities, which she discusses in full with them prior to placement. The childminder works extremely closely with parents to ensure she is familiar with children's background and needs; so that equality and diversity is effectively promoted. She keeps them exceptionally well informed about children's developmental progress and provides high levels of parenting support. Although the childminder has introduced herself to the preschool that some of the children attend, this has yet to reach the stage of sharing information to support children's learning journey. Nonetheless, she makes sure she reads the notice boards and provides complimentary activities to support their topological learning.

Whilst the childminder has no formal system for self-evaluation, she does this constantly as she reflects on the outcomes for children from her observations of their play and learning. This informs her ideas for planning and resourcing. The childminder has identified a number of priorities for improvement which she has begun to target. For example, developing her use of observational assessments, increasing her supply of technology resources and developing children's understanding of fire safety. Furthermore, she intends to make use of local training opportunities and is considering working towards an early years qualification.

Based on her proactive approach to resourcing the environment, the capacity for achieving future excellence in all areas is a very realistic vision.

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

Children demonstrate a strong sense of belonging in this delightfully inclusive setting. The childminder's knowledge of each child's backgrounds and needs is exceptionally good and she has built highly secure and trusting relationships with them. The foundations for children to adopt healthy and active lifestyle habits are being exceptionally well laid. Excellent use is made of the outdoors, which provides for dynamic and highly worthwhile play and learning. Children are developing a fondness of healthy snacks, meals and drinking water. They grow their own vegetables which further encourages their interest in trying different foods, and enjoy sociable mealtimes at the table. The childminder promotes good hygiene standards through the daily routines, such as washing hands before eating. Children move freely and safely around the childminder's home environment; her dogs have their own secure area which means the grass is always free from mess, and numerous safety gadgets prevent access to indoor hazards. Children have been practicing fire evacuation and activities are planned to promote fire safety rules further. They learn road safety whilst they are out and about. Children's awareness of diversity is raised as they access a wide range of resources which depict positive images of ethnicity, gender and disability, for example there is a pretend wok and chopsticks in the playhouse, the dolls house accessories include people using disability aids, and dolls have different skin tones.

Outdoor play dominates and exemplifies the successful promotion of equality and diversity. The environment provides exceptionally well for all children to access all areas of learning. Children experiment with weight, volume, and capacity as they empty and fill buckets and teapots from the water pipe, or explore sand. They explore the natural and living world as they dig for small creatures in the soil, and become absorbed in their imaginations as they search for buried treasure amongst the small pebbles in the pirates den. Children have constant access to paint, crayons, and chalks and are keen to create their own interpretations. Because the garden provides for all interests, and is spacious enough for children to choose whether they play alone or together, squabbles are few. When they do arise, the childminder skilfully steps in to guide their moral understanding, for instance sharing and turn taking. Boys eagerly use pencils, the book tent encourages visitation and the pirate, and fireman stories keep them enthralled. Children are introduced to size and measure through the use of a height chart and as they monitor the growth of their plants and vegetables.

The childminder demonstrates a good understanding of the development of speech and language and uses various techniques to encourage children's progress, for example by reaffirming rather than correcting children's words and by restricting the use of television. Children engage in a good range of planned adult supported activities, such as baking cakes, painting flower pots and growing flowers for mothers day presents. Children benefit greatly from the various trips out within the

community. They enjoy watching the boats pass by on the river and going to the garden centre to choose their own vegetable seeds. Children who attend morning preschool benefit from the home-based play activities during the afternoon. Those who do not attend preschool enjoy visiting toddler groups during the morning with the childminder. A range of mechanical and programmable toys encourages younger children's technological skills and preschoolers are beginning to learn how to use the computer. Children's starting points for learning are clearly determined. Although they have not been attending for very long, the high-quality physical environment, coupled with the childminder's expertise in supporting play and learning, enables children's rapidly developing progress.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

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	1
The extent to which children make a positive contribution	1
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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