

## Inspection report for early years provision

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<b>Unique reference number</b>	EY362401
<b>Inspection date</b>	19/12/2008
<b>Inspector</b>	Sandra Daniels
<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was re-registered in 2007 after short break and has 20 years experience as a registered childminder. She has a registered assistant. She lives with her husband and one adult child in a residential area of Westcliff-on-Sea, Essex. The whole of the ground floor and the upstairs bathroom are used for childminding and there is a fully enclosed garden for outside play. Access to the premises is via a small step into the hallway. The childminder is registered to provide care for six children at any one time. There are currently two children in the early years age group on roll, both aged one year. The childminder also cares for one child in the older age group during out of school hours. The childminder walks or drives to the local pre-school and schools to take and collect children. She takes children to the park, the shops and the beach. The family has a dog and a cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Children thrive and flourish in the highly stimulating home environment. The childminder's excellent interaction and the way she relates to young children is a particular strength of her provision. She is an extremely knowledgeable and skilful practitioner who consistently puts children at the heart of all that she does. Children's needs are exceptionally well met because the childminder is adept at tuning in to young children and works very effectively in partnership with parents. The childminder is continually working to improve her already remarkably successful practice.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- develop the self evaluation process to identify clear targets for further improvement.

## **The leadership and management of the early years provision**

The childminder has high aspirations for the quality of the service she provides and conscientiously reviews and evaluates her practice. However, self-evaluation does not yet clearly identify targets for further improvement. She seeks professional support and guidance and uses this to support improved outcomes for the children in her care. For example she plans to undertake further training to develop and reinforce her already outstanding childcare practice. Since becoming re-registered, the childminder has reviewed and added to her stock of resources and developed some highly effective methods of supporting learning. She organises her home exceptionally well to provide a stimulating environment where children can easily

access everything they need.

The childminder has created clear and helpful systems of communication with parents which keep them well informed about their child's progress and helps them to be involved. She is proactive in establishing excellent working relationships with parents to plan for children's progression and support their development. Parents receive detailed information on their child's achievements and development. This is achieved through written reports, photographs, verbal communication and electronic methods.

Children learn about keeping themselves safe whilst with the childminder as, for example, she helps them to understand the safest way to move around the house and how to behave when on outings. She ensures that all who come into contact with the children are suitable to do so. Children's safety is further supported by the childminder's excellent understanding of the procedures for safeguarding children. She has detailed and comprehensive policies and procedures in place, and up to date guidance to help her in the event of having a concern.

## **The quality and standards of the early years provision**

The childminder works extremely effectively with the children to ensure that their welfare is promoted to a very high standard. For example, on outings children learn to use pedestrian crossings to cross the roads and the childminder ensures children are safe by using the appropriate pushchair restraints and car seats. She sets sensible boundaries for children which she talks about with them so that they learn to understand the reasoning behind them and have an understanding that they are there for their protection and safety. In the house children follow house rules which raise their awareness of potential dangers they may come across, for example, taking care on the stairs. Children have a positive introduction to leading healthy lifestyles. They enjoy home cooked healthy foods and begin to make good healthy choices. Babies feel comfortable and secure as the childminder works hard to create a 'home from home' environment for them, where routines from home are followed wherever possible. Children of all ages benefit from daily access to the outdoor environment. They walk daily with the family dog and play in the childminder's garden.

The childminder has an excellent understanding of the children's developmental needs and this enables her to interact positively with the children, ensuring they are challenged and engaged in all that they do. The children have built trusting and positive relationships with the childminder and are relaxed and comfortable in her care. The dedicated play room has been set up extremely well to provide an enabling environment for all children. It is warm and welcoming, bright and child-orientated with easy access to the play resources and activities. This encourages children to make free and independent choices in their play. For example, books and appropriate toys are easily accessible to younger children on a daily basis. Young children become active learners as the childminder provides experiences which help them to develop autonomy and positive dispositions towards learning. For example, she responds to and builds on babies' expressions, actions and gestures and follows their lead as they explore their surroundings, people and

resources. The baby gradually becomes more confident in changing environments and when meeting new people.

Constant discussions about what they are doing in a relaxed and fun atmosphere means that children are also developing a sense of humour and using their increasing language skills with confidence. The baby laughs with obvious delight when he sees the mouse in his favourite book, which he is sharing with the childminder. Children enjoy frequent outings to local places of interest, for example, the library, toddler groups, the beach and the zoo.

The childminder has a very good working knowledge of the six areas of learning and uses this effectively to help her promote positive learning outcomes for all children. She uses planning to identify innovative themes and activities linked to the early learning goals. Her assessment systems are new and identify what the children can do and the next steps in their learning journey. It is the childminder's secure knowledge of each individual child that enables her to promote and extend the children's learning. Records and discussion clearly evidence that all children are making very good progress in their learning and development.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.