

Inspection report for early years provision

Unique reference number	EY305244
Inspection date	02/07/2009
Inspector	Justine Leong
Type of setting	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 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 registered in 2005. She lives with her husband, adult son and daughter in Romford, Essex. The whole of the ground floor of property is used for childminding and a secure enclosed garden is used for outdoor play activities.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom, no more than three may be in the early years age range. She is currently minding two children, both of whom attend on a part-time basis.

The childminder takes children to various social activities and places of interest in the local community.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The nurturing childminder provides an extremely warm and welcoming environment, in which children are exceptionally relaxed and secure. Exciting learning opportunities are planned and children make very good progress in all areas of development. Parents and carers have meaningful opportunities to become involved in the children's care and education and the childminder works in close partnership with them to ensure individual needs are fully met. Honest self-evaluation is completed and reviewed regularly, effectively identifying areas for development and further improving outcomes for children.

What steps need to be taken to improve provision further?

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

- improving opportunities for parents to share their views on the care and education provided.

The leadership and management of the early years provision

The experienced and dedicated childminder has completed a very wide range of relevant training courses, helping to effectively underpin and support her outstanding practice. Detailed policies and procedures have been devised and these are effectively shared with parents to ensure they are fully aware of the childminder's practice. The childminder demonstrates an excellent understanding of the benefits of working in partnership with parents and carers and spends valuable time getting to know families well in order to ensure children are consistently cared for in line with their parents' wishes. Parents praise the care and education their children receive very highly.

Appropriate checks have been completed, ensuring children are cared for by suitable adults and children's welfare is well protected and promoted as the childminder demonstrates a thorough understanding of her role and responsibilities in safeguarding children. A clear safeguarding policy is in place and the childminder is well aware of correct procedures to follow if she has concerns about a child in her care.

Children are developing a secure understanding of how to keep themselves safe; they practise road safety during outside trips and enjoy visiting the local fire station to learn about fire safety. Children's safety is given very high priority at the setting and the childminder completes detailed risk assessments on a regular basis to identify and minimise potential hazards. The childminder actively strives for improvement to provide high quality care and education and has completed detailed self-evaluation to identify areas for improvement. A comments book is provided to enable parents to share their views on the setting, and the childminder is considering ways to further include parents in identifying areas for future development.

The quality and standards of the early years provision

The childminder organises her home exceptionally well to provide a warm, welcoming and stimulating environment. Children are happy, relaxed and confident as the atmosphere is extremely calm and homely. The childminder actively encourages children to make healthy choices about what they eat and drink, providing a wide range of fresh fruit at snack times and preparing meals that always include fresh vegetables. Extremely robust hygiene routines are followed; the childminder thoroughly cleans surfaces prior to meals and children are reminded to wash their hands thoroughly after using the toilet and before eating. Children have excellent opportunities to develop independence as, for example, they peel their own fruit and prepare their own sandwiches.

The childminder demonstrates a thorough understanding of how children learn and develop and provides a broad range of exciting learning opportunities, many of which are based on children's interests. This ensures children are consistently motivated and eager to learn. For example, when outside the home the childminder uses her knowledge of one child's interest in transport to encourage them to count how many red buses pass. Children have access to a superb range of toys and resources, many of which are stored to enable them to select what they would like to do for themselves. For instance, children develop good exploration skills as they investigate sand and water and enjoy using their imagination to paint colourful pictures at the easel. Children move freely between the inside and outdoor play areas, constantly monitored by the vigilant childminder to ensure they remain safe. Detailed plans are completed ensuring all areas of learning are covered equally and all children make very good progress towards the early learning goals.

Children thoroughly enjoy playing games with the childminder who expertly supports and extends their thinking through questioning. For instance, children

participate excitedly in a hide and seek game, locating and naming shapes with support. Children are developing extremely good communication skills as they chat happily with the childminder during play. This is further enhanced during frequent visits to the local toddler group, where children use speech to share their ideas with others and develop positive social skills. Children are actively encouraged to participate in physical activities; they thoroughly enjoy daily walks in the local area and play in the safe and secure garden with an excellent range of toys including balls, hoops and beanbags.

The childminder is entirely committed to inclusive practice and works in close partnership with parents to ensure children's individual needs are fully met. For example, providing innovative resources to encourage language development for a child receiving support from the speech therapist. Children benefit from meaningful opportunities to learn about a wide range of cultures and beliefs; they share stories and games from around the world and enjoy food from different countries. Developmentally appropriate behaviour management strategies including praise and encouragement are used consistently and children behave extremely well.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
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

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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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