

## Inspection report for early years provision

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<b>Unique reference number</b>	EY313888
<b>Inspection date</b>	16/11/2009
<b>Inspector</b>	Greg Wolff

<b>Type of setting</b>	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 2005. She lives with her husband and two children, aged five and nine years, in Hornchurch, Essex. The ground floor of the house is mainly used for childminding purposes. There is a fully enclosed garden for outdoor play. Overnight care is not included in the registration.

The childminder is registered on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years, three of whom may be in the early years age range. The childminder is currently caring for three children in the early years age range who attend on a part-time basis. She also offers care to children aged five to 11 years.

The childminder is a member of the National Childminding Association (NCMA).

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development because the childminder has extensive knowledge of the Early Years Foundation Stage (EYFS), which enables her to provide children with exceptional levels of support. They enjoy an excellent level of care because the childminder regularly evaluates her practice so that it is tailored to meet the individual needs of every child attending. Very strong links with parents, supported by effective policies and procedures, help to keep them involved in and aware of their children's care and education. Equally strong links are in place with other providers and services.

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

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

- access training made available by the local authority and other sources.

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

The childminder has an excellent understanding of her role in safeguarding children in her care. She has very good knowledge of how to recognise, record and report any concerns and as well as her clear procedures and extensive policies covering all aspects of safeguarding, she also keeps referral forms and process notes in her well organised safeguarding folder. Children's safety is given high priority and she has comprehensive risk assessments in place for the home and garden. She has used these to ensure that potential hazards, such as slipping rugs or mats, have been recognised and steps taken to minimise them. Route plans and

separate risk assessments for different forms of travel to all the destinations she takes children to outside the premises ensure that they remain safe in her care at all times. Children are made aware of the emergency evacuation procedures and have regular opportunities to practise leaving the premises. As a consequence, children are learning about how to keep themselves safe.

The childminder organises her home to meet the children's individual needs. Resources are very accessible and well-labelled to ensure that even the youngest children can access the toys and equipment that they wish to play with. Space is well-used throughout the home to provide children with the time and space to express their own personalities. For example, children set up a town with a road system and farm on the floor in the lounge which can be added to over time whilst keeping the tables free for other activities, such as modelling dough and drawing. The environment, particularly in the conservatory which is dedicated to children's play, is bright and stimulating and children feel extremely welcome and content in the childminder's home. All children are valued and their differing backgrounds and abilities are highly respected. Through the use of a wide range of resources, activities and discussion, including the childminder's own extremely positive role modelling, children are encouraged to learn about the wider world and to respect and embrace difference.

Children gain significantly from the excellent and very positive relationships that exist between their parents and the childminder. Detailed information received from parents is used effectively in planning to ensure that learning opportunities are provided which meet children's individual needs. A well-organised folder dedicated to each and every child contains all manner of relevant information regarding children's learning and development. Examples of things that they have done and achieved, photographs of them at play and detailed information regarding their current level of development linked to the EYFS are all contained within these folders and are made available to all parents, who are encouraged to add to what is there. In this way, parents can be actively involved in their child's learning journey. The childminder has established clear links with other providers, such as the local nursery, to promote a collaborative approach to children's learning.

The childminder is proactive in her approach to the self-evaluation of her provision. She carefully monitors what she does and takes very effective steps to improve the service she provides. Though she finds it difficult to attend external training courses, she makes sure that she reads appropriate publications and accesses information online to develop her knowledge of children's learning and development and the childcare field.

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

The childminder has exceptional systems in place to ensure that all children make excellent progress across all areas of learning. Children thrive in the well-organised environment where learning opportunities meet their individual needs. She has very detailed observation and assessment records in place which are all linked to

the EYFS. She uses these to record and monitor children's development, to plan for their next steps of learning and to provide ongoing feedback to their parents. Activities are planned and then adapted to meet the needs of each individual child attending, ensuring that they have the opportunity of reaching their full potential. Weekly plans are flexible and cover all the areas of learning, whilst allowing the childminder to respond to children's interests and moods. Children's independence is promoted as they are encouraged to make choices about what they play with from the very wide range of resources available to them. There is a very good balance of adult-led and child initiated activities and this allows children the freedom to express their needs whilst they develop their skills and learning. For example, when the children choose to play with modelling dough, the childminder talks to them about the colours and the sizes of the objects they choose to make and reinforces this by asking them to make longer, shorter, bigger and smaller versions of the same thing.

Children clearly enjoy the constant interaction with the childminder who talks with them freely and using appropriate language to increase their vocabulary. She uses open-ended questions and encourages them to become independent thinkers as she plays with them. They listen to music, sing and dance which further supports the development of their language skills. Children's social skills and confidence are well supported as the childminder takes them to group activities where they can interact with other children and take part in different types of activity. They participate in a wide range of outdoor activities which include visits to the local parks, walks in the local environment and accessing the well maintained, well resourced garden. Children also have the opportunity to celebrate and appreciate a wide variety of cultures and religions as the childminder provides the time and resources to give them an insight into the lives of other people who may look different or have differing beliefs to themselves.

Children are considerate to one another and are encouraged to share and take turns, for example, with the cutting and moulding equipment they use with the dough. They behave well in line with the childminder's calm management. When boundaries are reached, the childminder reinforces these in a manner appropriate to the age and understanding of the child. She acts as a very good role model and is polite and well-mannered towards them and others so that they can learn from her.

Children enjoy healthy nutritious meals and snacks whilst in the childminder's care. She obtains detailed information from parents regarding children's eating habits as well as their likes and dislikes and any allergies they may have. This ensures that their individual dietary needs are well met. Detailed and comprehensive policies and procedures are used effectively, including those regarding accidents, medication and the care of a sick child. Hygiene procedures are promoted as the childminder explains the reasons why it is important to wash their hands at appropriate times. Drinking water is freely available from dedicated cups throughout the day and this ensures that children remain fully hydrated. Children learn about personal safety and are learning to take responsibility for their own actions. They are encouraged to tidy up, learning that this helps to prevent accidents to themselves and to others.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	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

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