

Inspection report for early years provision

Unique reference number	EY399259
Inspection date	02/03/2010
Inspector	Greg Wolff

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.

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Description of the childminding

The childminder was registered 2009. She lives with her partner and two children aged one and six in Basildon, Essex. The ground floor of the house is registered for childminding purposes. It is accessed via a small step to the front door. 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 four children under eight years, two of whom may be in the early years age range. The childminder is currently caring for two children in the early years age range, one on a full-time basis and one part-time. 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 good.

Children make good progress in this setting where the childminder knows them well and successfully promotes their welfare and learning. She has extensive knowledge of the Early Years Foundation Stage (EYFS), which enables her to provide children with excellent support. Effective partnerships are developed with parents and other providers, ensuring that children's needs are always met and providing them with good levels of continuity. The environment is welcoming and inclusive and all children are valued and respected and their individual needs fully met. The childminder has vision and ambition and is able to see what she does well but hasn't yet focused her self evaluation to fully extend her practice.

What steps need to be taken to improve provision further?

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

- use training made available by the local authority and other sources to further improve practice
- assess the starting points for each child so that learning priorities can be identified and that individual children can make good progress towards the early learning goals
- further assess what is offered to children against robust and challenging quality criteria so that children's needs continue to be fully met.

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 extensive policies and procedures relating to safeguarding and she ensures that parents have a copy of this information as well as discussing this at the onset of a placement. Children's safety is given high priority as she ensures that detailed and highly effective risk assessments are in place for areas used by the children, both indoors and outdoors. Outings, including those to and from the local school and park, are also fully risk assessed and this ensures that hazards for children are minimised. In case of emergency, children are very familiar with the evacuation procedure as this is practised and discussed with them and, as a consequence, children are learning how to keep themselves safe from an early age.

Areas used by children are very well organised, with an extensive range of toys and resources which cover all areas of learning. Low level, child friendly storage systems, which are labelled with both words and pictures, promote independence and enable children to make their own choices in a safe environment. Through the use of a wide variety of resources, activities and discussion, including the childminder's positive role modelling, children are encouraged to learn about the wider world and to respect difference.

Children gain significantly from the excellent partnerships that exist between their parents and the childminder. There is an excellent shared knowledge and understanding of the best ways to nurture each child and meet their welfare and learning needs. Each day, the childminder completes a detailed diary to share children's experiences with their families. A very good range of information is shared and parents are encouraged to be involved with their children's learning and development. There is an extensive range of written policies and procedures which provide an excellent framework for the provision. These are made available to parents right from the start so that all are clear about the childminder's practice. The childminder has established clear links with other providers to promote a collaborative approach to children's learning.

The childminder is ambitious and has started to formulate plans for the future development of her service. However, these would be more effective if self evaluation and continued training were given higher priority.

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

The childminder has impressive systems in place to ensure that all children make excellent progress across all areas of learning. However, procedures for finding out children's starting points when they arrive at her setting at present depend on the childminder's previous knowledge of the children's capabilities rather than there being a robust system to acquiring this knowledge. Detailed observation and assessment records are in place, which are linked to the EYFS, and these are used

to record and monitor children's development and to identify their next steps of learning. She plans and adapts activities according to children's individual needs and to ensure that each child has the opportunity to reach their full potential. Flexible weekly plans are in place to allow the childminder to respond to children's interests and to ensure that each child is happy and engaged in their learning and play. Independence is promoted as children are encouraged to make their own choices from the extensive range of toys and resources available, as well as there being a very good balance of adult-led and child initiated activities. The childminder interacts with the children extremely well ensuring that she takes the time to get to know them properly, for example, knowing their favourite series of books and their favourite characters.

Children make excellent progress in their social skills and confidence as they have regular opportunities to attend local toddler groups, library sessions and sitting together with the childminder and other children for meals and snacks. They participate in outdoor activities on a daily basis, including taking walks to and from the local school and in the local park, as well as engaging in a wide range of physical activities in the well resourced garden. The childminder encourages children of all ages to use information and communication technology, including a laptop, as well as push button toys, books and telephones. Excellent resources are provided to help children learn about the wider world, including books, small world toys, dressing up clothes and dolls. Children also have the opportunity to celebrate a wide variety of cultural and religious festivals and events. The childminder encourages the use of mathematical language when children play, for example, by talking about shapes as they draw and colour.

The childminder encourages healthy eating by providing nutritious home-cooked meals, snacks and drinks. Hygiene procedures are promoted as the childminder talks to children about why they need to wash their hands at appropriate times and provides equipment such as child-sized toilet seats. Children are well behaved, they have very good manners and respond positively to the childminder's routines and consistent boundaries. She knows them very well and ensures that methods used for behaviour management are appropriate to each child's age and understanding. Children are quite happy to help with tidying up, and through the positive role modelling provided by the childminder, younger children are learning to take turns and share. They respond very positively to the praise and encouragement they are given throughout the day.

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	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

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