

Inspection report for early years provision

Unique reference number	EY399153
Inspection date	04/06/2010
Inspector	Lynn Clements

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 in 2009. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may attend the setting at any one time, and of these, no more than three children may be in the early years age range. The childminder also offers care to children aged over five years, both before and after school, and during school holidays. She is currently caring for six children, one of whom is in the early years age group.

She lives with her husband and two children in a residential area of Loughton, Essex. The whole of the childminder's house, managed by the childminder, is used for childminding with the exception of the bedrooms on the first and second floor. A secure enclosed outdoor area is used for outdoor play activities. The family has three pet cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has exceptional knowledge of each child's learning needs. Partnerships at all levels are exemplary and significant in making sure that the needs of all children are met, along with any additional support needs. Children are safe and secure within this family home and have a wealth of opportunities to learn about where they live and the wider world. This attention to detail means that children progress well, given their age, ability and starting points. The childminder completes self-evaluation forms to identify achievements, she uses questionnaires with parents and children, enabling her to identify and respond to their changing needs.

What steps need to be taken to improve provision further?

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

- develop further the current system of risk assessments to ensure that they cover everything with which a child may come into contact, for example, identifying the covered pond in the garden, the small hole in the fence and the cat water station in the dining room
- develop further systems of reflective practice in order to identify clear priorities for future development.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed, and understood by the childminder. She ensures that parents and carers are also fully informed about her responsibility with regard to reporting child

protection concerns. Effective procedures are in place for identifying any child at risk of harm and liaising with appropriate agencies. The environment in which children are cared for is safe and supportive, although, risk assessments carried out by the childminder do not include all possible hazards. All documentation required by legislation is in place and well maintained. All policies and procedures are shared with parents and carers and regularly updated in order to promote the smooth running of the setting. Furniture, equipment and resources are of exceptionally high quality and suitable for the ages of children to support their learning and development. The environment is conducive to learning, managed well and carefully looked after. Children clearly benefit and thrive in the childminder's care. The childminder is taking well-considered steps to ensure resources are sustainable.

The childminder is highly committed to working in partnerships with others and takes a lead role in establishing effective working relationships. She engages with the local pre-school and primary school and has exceptionally purposeful working relationships with parents and carers. These well established channels of open communications between all partners enables the childminder to build on the whole child as she plans future learning opportunities based on what each child knows and can do to successfully promote their learning, development and welfare. Parents report that they feel extremely safe when leaving their children in her care and that the very good progress their children make is significantly enhanced by the wide variety of activities and learning opportunities organised by the childminder. The childminder places the promotion of equality of opportunity at the heart of all her work. She is highly effective in ensuring that all children are well integrated and consequently, the outcomes for children and their experiences in the childminder's care are positive. There is no bias in her practice in relation to gender, race or disability.

The childminder has high expectations of herself and is enthusiastic and motivated in her work with the children. Reflective practice takes into account the views of parents and children as the childminder uses daily verbal discussions, diaries, learning journeys, questionnaires and parent open days. The childminder is effective in identifying strengths and achievements although targets for future development are not always clear to see.

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

The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Assessment through high quality observations is rigorous and the information gained, is used effectively to inform future planning. The childminder's teaching approach is rooted in expert knowledge of learning and development requirements and a clear understanding of how young children learn and progress. She motivates children, encouraging them to participate and investigate all that is on offer, without fear of failure. Children develop extremely good dispositions and attitudes towards their learning, and as a result make significant gains in their learning.

Through the strong partnerships with parents and carers, the childminder has exceptional knowledge of each child's backgrounds and needs. She is effective in helping children to learn about and understand the society in which they live, consolidating this by organising trips out and about in the local area, for example, to the park and forest where they have opportunities to meet people, under the watchful eye of the childminder. These opportunities also enable children to use apparatus on a larger scale than is possible indoors as they develop their physical skills, such as coordination, balance and movement. Children play a dynamic role in their learning and wherever possible, offer their ideas and respond to challenges with great enthusiasm. For example, helping spiders to find the web catcher in the garden and build their webs, or enjoying a bug safari, examining in detail different bugs and insects, for example, comparing the length of worms to wood louse. At all times children respect the environment, returning the creatures carefully to their natural habitat and in the same place where they found them. Children demonstrate social, moral and spiritual awareness, for example, when they discover an insect that has passed away they spontaneously work together, of their own accord, burying it and finding a headstone to mark the spot and pay their respects.

Children develop their knowledge and understanding of the world as they enjoy planting and growing flowers from seeds, learning that they need water and sunlight to help them grow. Children take great delight in their achievements as they return to examine their hard work and note the array of beautiful colours that they have helped to create in the childminder's garden. Children show high levels of independence, curiosity, imagination and concentration. They develop their communication skills sharing their ideas and organising their 'small world' and role play games amongst themselves or, for instance, extending their vocabulary when the childminder introduces new words, for example, whilst they are examining a winged insect, she talks about the wings being transparent and children repeat the word and talk about what it means. Children use mathematical language as they play and explore, they count objects and learn to match number names to the corresponding symbols. They develop their imagination and link what they know to the things they do, for example, whilst playing with the toy racing cars they talk about the wheels which help the cars to move. They enjoy dancing to music and organising spontaneous parties in the garden, blowing bubbles and socialising extremely well together, tolerating each other's differences and demonstrating very good behaviour. Children are fully supported by the childminder to develop the skills they need for future learning.

Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe, for example, as they talk about not going into the kitchen without an adult as the oven may be hot. Children show a good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines and understand the importance of healthy eating. Children are confident and settle well. They work exceptionally well independently and with their peers showing excellent negotiation and co-operation skills. All children are valued and engage in a wide range of activities and experiences both adult-led and child-initiated, which help them to value diversity.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1
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	1
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	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