

## Inspection report for early years provision

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<b>Unique reference number</b>	201854
<b>Inspection date</b>	14/05/2010
<b>Inspector</b>	Hazel Meadows
<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 1998. She lives with her husband and four children aged 12 years, 11 years, eight years and three years in a village near Colchester, Essex. There are several steps to access the premises. The whole of the ground floor is used for childminding activities. There is a fully enclosed garden for outside play. The family has a pet dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight years of age at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in the early years age range who attend on a part-time basis. She also offers care to children aged over five years. The childminder supports children with special educational needs and/or disabilities and children for whom English is an additional language.

The childminder is a member of the National Childminding Association and holds a relevant early years qualification. She drives children to and from local schools and pre-schools and attends a local toddler group. She takes children to local play areas and to nearby places of interest.

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

Overall the quality of the provision is good.

The childminder provides a welcoming, stimulating, home-from-home environment where children flourish. They are offered a superb variety of play and learning experiences and make very good progress. The childminder has an excellent understanding of the children's individual needs and maintains very positive and trusting partnerships with parents. She has developed an effective method to monitor and record children's progress through the Early Years Foundation Stage. All required documentation and procedures are in place to ensure children's welfare and safety and are mostly clearly worded. The childminder regularly reflects on her practice to make ongoing improvements and has completed an Ofsted self-evaluation form.

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

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

- revise the wording regarding consent for emergency medical treatment and advice to reflect the Early Years Foundation Stage framework
- access additional training as required to enhance knowledge and skills, for example, training regarding special educational needs and/or disabilities.

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

The childminder organises her home, time and resources extremely well to support children and meet their varying routines and needs. She values and embraces children's individuality and has a positive and inclusive attitude and approach to diversity. This is reflected in her practice and policies and some of the resources and activities. She is very attentive to child safety and has detailed, comprehensive risk assessments for her home and for different types of outings, to anticipate and minimise risks to children. The childminder has a secure understanding of safeguarding children and is clear of her role and responsibilities to protect children. She has attended relevant training, has a thorough written policy and local contact details and knows what action to take if she had concerns about a child.

The childminder has well-organised documentation which is neatly presented and stored securely. She has written her own policies to support her childminding which are reflected well in practice. The policies, plus copies of her training certificates and other relevant information, are made available to the parents. The childminder also shows parents a folder containing a delightful variety of photographs of activities done with the children, which offers a flavour of her setting. She gathers comprehensive details about the children and has signed, written parental consents in place, to ensure children are cared for according to their parents' wishes, however, the wording for consent for emergency treatment and advice lacks clarity. The childminder regularly reflects on her practice and strives to make ongoing improvements to ensure good quality. She has used the Ofsted self-evaluation form to outline her strengths and to effectively identify areas for further development.

The childminder develops extremely positive and trusting partnerships with parents and welcomes and encourages their comments and feedback, both verbally and via questionnaires. Comments from parents are very positive about the care and information provided and they value the childminder's flexibility and her competence, which offers them peace of mind. Parents are very pleased with the progress their children have made through the childminder's care and input. She promotes frequent two-way communication, verbally and by text, and writes a weekly newsletter for parents to summarise the week and update them with any relevant information. She works very closely with parents over any particular needs a child may have, to ensure their individual needs are met and to promote continuity of care. The childminder endeavours to establish links with other providers delivering the Early Years Foundation Stage, to encourage seamless enhancement of children's development and learning, and to ease and support their transition to nursery or school.

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

Children are extremely happy and relaxed with the childminder and her home. They are at ease with her and obviously feel secure and confident in her presence. She plays alongside the children at their level, to support their learning and play, and offers praise and encouragement for their efforts. The childminder gets to know each child very well and is sensitive to their individual needs and personalities. She recognises and values the uniqueness of each child and ensures all children are included at their own level. There is a good balance of adult-led and child-initiated activities, which are varied frequently to maintain and stimulate children's interest, and regular use is made of the outdoor area. The childminder has a calm, warm and kind approach which children respond positively to. Clear explanations and reasonable boundaries of behaviour help children to understand what is acceptable and to learn to manage their own behaviour. The childminder is a positive role model, treating the children with kindness and respect.

Children's communication skills are encouraged and supported well. The childminder chatters to babies and toddlers and explains what is happening, to encourage their listening skills and familiarity with language. She offers them choices and is attentive to their attempts at communication, verbal or otherwise. Children can freely select from the wealth of good quality toys, books and resources, all presented within sight or reach in the dedicated playroom. Many are stored at low level, enabling children to make their own decisions and choices, which promotes their independence and enables them to initiate their own games. The excellent range of toys offers ongoing interest and challenge for children as they progress in their learning and development.

The childminder clearly understands that children learn best through fun activities and provides many first hand experiences. Consequently children make excellent progress through the Early Years Foundation Stage. They have many opportunities for creative play and enjoy exploring a wealth of different media such as sand, water, paint, play dough and collage and examples of their artwork are displayed, helping them feel valued. Mark-making and early writing skills are well promoted with paint and crayons and children have some opportunities to write for a purpose in their role play. Children's imaginative play is well supported with small world toys, a varied range of attractive dressing-up clothes and props plus a play kitchen, hospital kit, buggies and dolls to encourage role play. Interesting action-reward toys and puzzles promote younger children's problem-solving skills and encourage them to explore and persevere.

Children's individual interests and ideas are well supported and they are encouraged to bring in items from home to share and their contributions are valued. The childminder has developed an attractive and clear method to record her observations of children's progress towards the early learning goals. Observations for each child are recorded in individual folders and clearly linked to the appropriate areas of learning. These are used effectively to identify the next steps in children's learning and development, and to inform future planning. The folders are regularly shared with parents enabling them to follow their child's

progress and make their own contributions.

Children have frequent opportunities for fresh air and exercise which promotes a healthy lifestyle. They regularly play in the large, well-equipped garden and go for walks in the surrounding countryside or to local play areas. The childminder is vigilant regarding their health and safety, for example, ensuring they are protected from the sun and that they travel in the correct sized car seat. Excellent hygiene routines are in place and children are familiar with the good hygiene practice. Hands are washed prior to snacks and meals, which older children manage independently. Children are offered healthy and nutritious snacks, such as fruit, and are offered regular drinks, ensuring they are well hydrated.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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