

Inspection report for early years provision

Unique reference number	EY273477
Inspection date	08/12/2010
Inspector	Lynn A Hartigan
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.

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 2004 and lives with her husband and five children, three adult children and two children aged fourteen and sixteen years. The childminder lives in Dunmow, Essex. The whole of the ground floor is used for childminding. There is an enclosed garden for outdoor play.

A maximum of six children under eight years may attend at any one time, three of which may be in the early years age range. The childminder has strategies in place to support children with special educational needs and/or disabilities and children who are learning English as an additional language.

Care is also offered to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides outstanding care for children in the Early years Foundation Stage, ensuring their safety and health is promoted to the highest standard. Children are exceptionally happy and settled as the childminder is dedicated to ensure their individual needs are supported. Excellent opportunities are in place to communicate with parents, carers and other early years practitioners and effective partnership enhances the children's time at the childminders. The childminder values children's uniqueness and great emphasis is given to inclusion. Excellent systems are in place for self-evaluation and continuous improvement as the childminder proactively seeks training opportunities to extend her knowledge and skills.

What steps need to be taken to improve provision further?

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

- develop opportunities for babies and younger children to explore and experiment with natural materials.

The effectiveness of leadership and management of the early years provision

The childminder is completely dedicated to providing high quality childcare and education and strives for excellence. The childminder ensures that all members of the household who require checks have completed these. A thorough safeguarding policy is clearly understood by the childminder and ensures children's well-being is

never compromised. The childminder is committed to attend further training and regularly attends workshops. Keeping up-to-date with current practices has a positive impact on the outcomes for children.

A strength of the childminder is her relationships with the parents and respect for diversity. As a result of having many opportunities to celebrate different festivals and traditional days, which are incorporated within the planning, children have an excellent understanding of other cultures and beliefs.

The childminder consistently works hard to ensure communication systems for parents are varied and accessible. For example, she provides regular newsletters and hosts social gatherings in the evenings or weekends, for the parents and their children. As a result of excellent communication opportunities, the childminder is fully informed with regard to the children's individual routines and developmental needs.

Written and spoken references from parents indicate that they are extremely happy with every aspect of the care offered to their children. The provision of daily diaries for the babies and toddlers effectively informs parents of their day. Children's developmental records are readily available to parents, who are encouraged to be actively involved in the initial and ongoing assessments of their children.

The childminders enthusiasm, confidence and motivation to implement new ideas to further develop her setting enables the children to learn whilst having immense fun. Robust policies and procedures underpin the childminders practices. These are detailed within the prospectus for parents and are readily available within the policies file.

Comprehensive and meaningful risk assessments that are regularly reviewed ensure the environment and activities, both indoors and outdoors, remain safe for children. An extensive and detailed written self-evaluation is readily available and regularly reviewed and, as a result, high quality care is continually offered to the children. Extensive and rigorous evaluation of the provision enables the childminder to identify good practice and areas for further development.

The childminder strives to improve relationships with schools and other settings the children attend, to ensure transition from home to school is a positive experience. The childminder visits the children and their family, within their own home, before minding commences. As a result children happily leave their parents and settle well within the home.

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

Children have many excellent opportunities to experience and explore different activities as the childminder offers a wide range of fun, learning experiences. For example, they make snowman collages, dress up, cook and play amongst the leaves in the forest. An inviting playroom is available to the children; their art work and photographs are proudly displayed here and around the home, which clearly demonstrate the wonderful time they have at the setting.

An abundance of good quality toys and resources are available to the children. Some opportunities to explore and discover for themselves using natural materials and treasure baskets are available, enabling younger children to develop their curiosity and play without a purpose.

Children are familiar with the daily routines and enjoy healthy snacks. They are encouraged to be independent and take responsibility for their own personal hygiene, such as, washing their hands before meals. The provision of prompt posters and photographs within the exceptionally clean bathroom, assists children in this process. Coat pegs and personal storage space along with a self-registration process creates a real sense of belonging. As a result, children are very confident and have good self esteem.

Children learn how to keep themselves safe as the childminder has robust systems in place to ensure their safety at all times. Arranged visits to the home by the local police officer enable children to learn about the importance of caring for themselves within the environment, whilst having fun sitting in the police car and trying on the uniform.

Excellent resources are available to the children who are able to initiate their own play and direct their own learning. They have many opportunities to socialise as the childminder regularly attends different groups such as toddlers or story time. Children have great fun visiting the beach, parks and a discovery centre.

The garden is also well resourced and children enjoy sand and water play outdoors. They have fun looking for bugs using the magnifying glasses and growing vegetables. The childminder has developed excellent systems to record the children's development using photographs and observations. Children's progress and achievements are superbly documented in their own file and learning journals. Their next steps of learning are identified and supported to ensure they are sufficiently supported and/or challenged.

Children feel safe and are comfortable within the childminders care as a result of her commitment to their safety and well-being. A fire evacuation plan is available and the children have a good understanding of the procedure to follow as a result of the regular fire drills which are regularly practised. The childminder is a calm role model for the children. The effective use of praise and positive reinforcement of good behaviour by the childminder ensures children's behaviour is excellent.

Children are provided with excellent opportunities to develop skills for the future, such as, the provision of different technology, computers and programmable toys. Children are able to develop their understanding of caring for their environment and others, as the childminder discusses with them issues such as the importance of recycling and how to grow vegetables.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

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