

## Inspection report for early years provision

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<b>Unique reference number</b>	EY229583
<b>Inspection date</b>	02/02/2011
<b>Inspector</b>	Tina Mason
<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 2003. She lives with her husband and two children aged 17 and 10 in Leigh-on-sea in Essex. The whole of the childminder's house, except the three upstairs bedrooms are used for childminding. There is a fully enclosed garden available for outside play. The home is accessed by four steps up to the front door.

The childminder is registered to care for a maximum of five children under eight years, of whom, three can be in the early years age group. The childminder is currently caring for two children in the early years age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools and pre-schools to take and collect children.

The childminder takes children on regular outings to the local park and library. She is a member of the National Childminding Association. The childminder supports children with special educational needs and/or disabilities and also those who speak English as an additional language.

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

Overall the quality of the provision is outstanding.

Children are fully engaged, interested and motivated in the exceptionally well-managed, welcoming child-centred environment. The childminder has excellent knowledge of each child's needs and interests and in what they know and can do. The childminder ensures the children are supported in an inclusive environment where their individual needs and progress are maximised. However, some resources for them to develop an understanding and valuing of some aspects of diversity, in particular, disabilities are limited. The childminder ensures she reviews the care and learning provided through self-evaluation, which is highly effective in identifying areas to develop and improve upon. This approach ensures she maintains a high level of quality of provision for all the children attending.

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

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

- developing further opportunities and experiences for children to develop an understanding and valuing of diversity, with particular reference to disabilities.

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

The childminder has a cohesive awareness of safeguarding issues. Comprehensive policies and procedures are implemented robustly to ensure any concerns are prioritised and dealt with effectively, which ensures children are extremely well safeguarded. The childminder is highly organised, efficient and knowledgeable in all aspects of her childminding. This is reflected in the excellent quality of care and learning the children receive on a day-to-day basis. The wide range of well-informed and comprehensive information, such as, the detailed policies and procedures and risk assessments, fully promotes children's safety and welfare at a high level. The childminder is very professional in her approach with parents, which ensures she works in partnerships with them to meet their children's individual needs. This starts with the excellent settling-in periods for children and the information sharing that takes place. The childminder extends her contact with other provisions and services children attend in the community to promote excellent continuity of care and learning they receive.

The childminder has an exceptional knowledge of each child's background and needs. She updates her knowledge and skills on a regular basis and effectively helps children to learn about and understand the society in which they live. However, some resources for them to develop and understanding and valuing of some aspects of diversity, in particular, disabilities are limited. The wonderful range of resources and activities fully promotes children's development in all six areas of learning. In addition, furniture and equipment are of very high quality and suitable for the ages of children to support their learning and development. Children clearly benefit and thrive as a result of the setting they are in. The childminder is meticulous in what she does and in the recording of what the children do and achieve and parents have access to their children's records. The self-evaluation at all levels reflects rigorous monitoring and searching analysis of what the childminder does well and what she needs to improve. As a result, actions taken by the setting are well targeted and have an excellent positive impact to the childminders practice.

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

Children are very happy and settled with the childminder. Warm and caring relationships are established, which is reflected in the children's enthusiasm and eagerness to access all that is provided on a daily basis. They are offered a rich and stimulating environment where their individual interests and needs are valued and nurtured very effectively. Children's starting points and progress are understood by the childminder so each child makes significant gains in their learning. Individual activity plans identifying clear learning intentions, observations of the activity and robust next steps are used purposefully to challenge children's learning and are empowering them to reach their full potential. Children have excellent vocabulary and develop an awareness of numeracy from an early age,

which comes about from good role modelling from older children and the childminder in everything they do. All children are very aware of the rules of the home, they respond to the expectations and are involved in decision making to promote a sense of belonging. Children respond positively to much praise and encouragement, they are confident and self-assured, happy and settled.

The childminder creates a stimulating environment that offers a range of activities which will encourage children's interest and curiosity, both indoors and outdoors. For example, children enjoy growing a large selection of fruits and vegetables in the back garden and they are also encouraged to care for and attend this area. They are able to explore, play and seek meaning in their experiences. For example, they enjoy playing imaginative games with the play dough and small world farm set. Children are given opportunities to explore colour, texture, shape, form and space in two or three dimensions; this is gained through the different art and craft activities they take part in. For example, children enjoy making different creations when junk modelling, making collage patterns, painting and playing with gloop. Children are beginning to say and use number names in order and in familiar contexts. For example the children enjoy completing large number floor puzzles and are able to identify each number in turn. Children are absorbed in their explorations of their own ideas, expressing them through music, movement, making and transforming things using different materials, such as, crayons, paints, paper, props and make-believe. Creativity involves all the children in initiating their own learning and making choices and decisions, which runs through all aspects of the children's play.

Children benefit from excellent hygiene practices and healthy eating is promoted extremely well by the childminder. Young children are very aware of routines, such as, hand-washing before eating, using liquid soap and individual paper towels to prevent the risk of cross infection. Children have easy access to drinks of water keeping them hydrated throughout the day. They enjoy a selection of healthy home-cooked meals and snacks provided by the childminder in consultation with parents to ensure dietary requirements are met and any specific issues dealt with consistently. They learn about staying safe as they practise a safe routine for crossing roads. Children's excellent, varied experiences support and help them to develop a positive sense of themselves, to respect others and to develop their social skills, which promotes a positive disposition to learn. The children are developing their skills in relation to sharing and taking turns and to play cooperatively. The childminder offers support for children's emotional well-being to help them to know themselves and what they can do. The ongoing positive praise and encouragement enables the children to take responsibility for how they behave. All children are valued and engage in a wide range of activities and experiences, 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

<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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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