

Inspection report for early years provision

Unique reference number	EY220972
Inspection date	14/02/2011
Inspector	Tina Mason

Type of setting	Childminder
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T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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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 2003. She lives with her husband and two children aged 12 and eight in Wickford, Essex. The whole ground floor of the childminder's house apart from the lounge and dining room is used for childminding and there is a fully enclosed garden for outside play.

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 and the childminder is currently minding two children in the early years age group, both of whom attend on a part-time basis. The childminder also cares for children 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 childminder walks to local schools and pre-schools to take and collect children.

The childminder supports children with special educational needs and/or disabilities and also those who speak English as an additional language. The family has a pet guinea pig, rabbit and tortoise. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent knowledge and understanding of the Early Years Foundation Stage and uses this extremely well to promote children's care, learning and development in most areas. Children are thriving in their learning and have lots of fun as the childminder knows their individual needs extremely well. Children are very busy and dynamic learners because the childminder skilfully supports their play and effectively challenges their learning, ensuring their wellbeing is at the heart of everything she does. The childminder is ambitious and highly motivated to drive improvement and ensures extremely positive outcomes for children. The childminder has made a careful and detailed evaluation of her provision.

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 further systems to ensure the next steps in children's learning are consistently supported.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded and protected as required checks to determine suitability have been completed. The childminder has a clear

understanding of the need to protect children from harm, and is aware of the indicators of abuse. A written child protection policy, which parents and carers are made aware of, ensures that they are clear about the childminder's responsibility to protect their children from harm and how she would deal with any concerns she may have. The environment is safe and the childminder is very proactive in minimising any risks to children. Risk assessments for each type of outing are effectively carried out, ensuring that the safety of children when out and about is paramount. Children are given skills and understanding to know how to keep themselves safe. For example, when out in the community they learn how to cross the road safely. The high levels of organisation help younger children gain a strong sense of security. The childminder has high aspirations for her setting. She makes effective use of training opportunities to increase her knowledge and enhance existing good practice.

The childminder has a very clear vision for her development and has fully embraced the importance and benefits of self-evaluation. The opinions of parents and children are central to the self-evaluation process. Consequently, the childminder has an accurate view of her many impressive strengths and what she aims to achieve in order to progress further. Partnerships with parents are highly regarded. The childminder provides informative feedback on the day's events and produces newsletters on a regular basis to keep her parents informed and up-to-date with what is going on in her setting. Parents and children are actively encouraged to become involved in the setting by completing questionnaires. Parents are unanimous in their praise of the childminder and comments are made about her patience and consistency. The childminder has a very positive attitude to establishing partnerships with other professionals to support children in her care. The childminder has created an inclusive environment where children are treated with respect and kindness. Resources that reflect images of diversity are used skilfully to develop children's understanding of differences and similarities. They learn about their own and other people's cultures, beliefs and communities as the childminder plans meaningful activities in response to festivals and celebrations throughout the year. Furniture, equipment and resources 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 quality and standards of the early years provision and outcomes for children

Children are happy, settled and secure. They flourish in a welcoming environment which is calm, caring and stimulating. They make excellent relationships with the childminder and the older children in her care. All children are encouraged to listen to each other and respect differing views. Children behave extremely well. They know what is expected through clear explanations and discussion. Children receive regular praise and encouragement for effort, achievement and kindness, which helps boost their self-esteem. Children are confident in using language to express themselves. From a young age children make their needs known and communicate their opinions because the childminder responds positively to their attempts to talk. The childminder provides an environment in which creativity and originality is highly valued. Children choose from a wide range of materials and media to make

things such as cards for their parents and they enjoy decorating cupcakes with icing sugar and love heart sweets for valentines day. Creative resources are always available, allowing children to make informed choices as they initiate their own creative experiences. Children's days include a wide variety of outings where they meet people and explore their local area. Visits to venues such as a sea life centre, the beach and farms encourage children's curiosity in nature, animals and wildlife. The childminder has developed a clear understanding of the early learning goals and how to support children to make very good progress towards them. Written observations are clear and informative about children's achievements, although, some systems to ensure that the childminder consistently promotes the next steps in individual children's progress, continue to be developed so that this can be embedded into her practice. Overall, planning is comprehensive and reflects the interests of the children.

The childminder interacts positively and sensitively with the children, which helps extend their vocabulary, encourages their individual personalities and develops their understanding of the world around them. Children enjoy a healthy lifestyle. They have daily opportunities for fresh air and exercise by way of walks and visits to play parks where they practise large muscle skills on equipment such as swings, slides and climbing frames. From an early age children know about hygienic procedures for preventing the spread of infection, such as having access to their own hand towel. They begin to make healthy choices in what they eat due to discussion and the good example set by the childminder as she offers a variety of nutritious options for snacks. Children learn about how to stay safe through clear explanations and by being involved in making decisions. Children understand how to use equipment safely, and know what is expected if they must leave the home in an emergency situation.

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	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	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	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