

Inspection report for early years provision

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| Unique reference number | EY233059 |
| Inspection date | 08/03/2011 |
| Inspector | Lindsay Dobson |
| 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2002. She lives with her husband and two daughters aged 12 and 14 years in Rayleigh, Essex. The whole of the childminder's house is used for childminding purposes and there is a fully enclosed garden for outside play. The family have three pet guinea pigs.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under eight years when working alone and a maximum of nine children under eight years when working with two assistants. She is currently minding a total of 28 children of whom 18 are in the early years age range. Children are cared for on a full and part-time basis. The childminder takes and collects children from local schools. The childminder supports children with learning difficulties and disabilities and children who speak English as a second language.

The childminder is a member of an approved childminding network and is accredited to receive education funding for children of eligible age. She holds a National Vocational Qualification (NVQ) at Level 4 in Children's care, learning and development and 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's overall professionalism and dedication to her work ensures that she excels in promoting all aspects of children's welfare and development. Children are extremely safe and well cared for in her warm, inclusive home where each individual child is treated with the utmost respect and welcomed as part of the family. The childminder has confidently implemented the Early Years Foundation Stage framework and in doing so ensures that all children achieve well and reach their full potential. The childminder has been able to successfully evaluate her practice, taking steps to continually improve her service and ensure that she is fully responsive to the needs of the children she cares for and their families. Excellent systems which encourage two way communications between parents ensure that the childminder knows children extremely well and provides the care and support they need.

What steps need to be taken to improve provision further?

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

- providing further opportunities for parents to contribute to children's individual learning and development records.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive awareness of safeguarding issues; her understanding of her responsibilities towards the children in her care is exemplary which effectively safeguards their welfare. Comprehensive policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. They are shared with parents in their welcome pack and include details of support and referral agencies to further protect and safeguard children. The childminder has attended safeguarding training and has shared her updated knowledge with her assistants. Children's safety is given extremely high priority. Stringent risk assessments minimise hazards to children, both on and off the premises and are regularly reviewed in order to maintain a totally safe environment.

The childminder organises her home very effectively to meet the children's individual needs. Resources are freely accessible and well-labelled to ensure that even the youngest children can access the toys and equipment that they wish to play with. Space is well-used throughout the home to provide children with the time and space to express their own personalities. The environment is warm and welcoming and in particular the dedicated playroom is bright and stimulating. Children feel extremely confident and content as they freely move between indoor and outdoor play and enjoy playing in the large marquee which is attached to the childminder's home. The childminder and her assistants are genuinely committed to providing an inclusive setting for all. She carefully seeks information about children's backgrounds to ensure she can effectively provide for them and seeks training to support her own knowledge and understanding if required. For example, the childminder attended a language course to enable her to give additional support to children. She has a clear picture of each child as they join her setting and, as a result, is able to provide a seamless transition between home and the setting. All children are valued and their differing backgrounds and abilities are highly respected. Through the use of a wide range of resources, activities and discussion, including the childminder's own extremely positive role modelling, children are encouraged to learn about the wider world and to respect and embrace difference.

Parents receive a wealth of information about the setting starting at initial meetings. Settling arrangements are effective and flexible to meet the needs of individual children. Innovative ways to communicate with parents, for example, discussions, diaries and newsletters ensure an effective two-way flow of information. Parents' views are sought and valued, therefore ensuring their children are supported and nurtured as individuals. The childminder acts upon their suggestions and responses in questionnaires capture the extent the childminder is valued and appreciated. Partnerships are extended to other settings and professionals. The sharing of information in children's learning journeys means that transitions into school are a positive experience.

The childminder is very committed to her own self-development. She has completed an NVQ to Level 4 in Children's care, learning and development. She

continues to attend training sessions and workshops relating to the care and welfare of children and the learning and development requirements of the Early Years Foundation Stage. The childminder has developed effective systems of self-evaluation and continually reviews practice to ensure success and improvement.

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

The childminder has exceptional systems in place to ensure that all children make excellent progress across all areas of learning. Children thrive in the well-organised environment where learning opportunities meet their individual needs. She has very detailed observation and assessment records in place which are all linked to the Early Years Foundation Stage. The childminder uses these to record and monitor children's development, to plan for their next steps of learning and to provide ongoing feedback to their parents. However, the current system of observation does not promote regular opportunities for parents to make their own contributions. Activities are planned and then adapted to meet the needs of each individual child attending, ensuring that they have the opportunity of reaching their full potential. Weekly plans are flexible and cover all the areas of learning, whilst allowing the childminder and her assistants to respond to children's interests and moods.

Children's independence is promoted as they are encouraged to make choices about what they play with from the extensive range of resources available to them. There is a very good balance of adult-led and child-initiated activities and this allows children the freedom to express their needs whilst they develop their skills and learning. During the inspection the children are celebrating Pancake Day. They work together and with the childminder and assistants to measure and weigh the ingredients. Children mix them together and chop up fruit for the fillings, enjoying squeezing the lemon slices. When the pancakes are cooking, children cheer and clap as they are tossed into the air to turn them over. Children are eager to talk about how the pancakes tasted and are introduced to new vocabulary as they try the blueberries and lemon and they are described as sweet and sour. Children have access to an extensive range of books, which they can self select and enjoy looking at and listening to as the childminder reads to them. As children move to play in the garden they decide to go on a bug hunt and choose the magnifying glasses and binoculars to help them. The childminder passes the more able children a camera to enable them to take photographs of any bugs they find. Children excitedly shout that they have found a spider's web and by the end of the activity have seen the spider, a ladybird and a wood louse. With the support of adults the children decide to do some paintings of the insects and some butterflies. The childminder and her assistants are extremely skillful at following the children's lead and extending their interests into additional activities and learning opportunities.

Very clear fire safety precautions are in place and children learn about evacuation procedures through discussion and practices so they can act quickly in an emergency. On outings and through planned themes they learn about road safety and stranger danger and the childminder encourages the children to promote their

own safety and make their own decisions. Children's hygiene routines are effective as they wash their hands straight away when they come in from outside and before eating. They benefit from well-balanced home cooked meals and snacks that meet their nutritional needs and they learn about foods that are good for you as they take part in planting and growing fruit and vegetables. The childminder works in a very flexible manner with parents to ensure individual needs and requirements are met. She has recently received a 5 star award for food hygiene from Rochford District Council. Children enjoy daily regular exercise as part of a healthy lifestyle as they climb, pedal, run and jump whilst accessing the garden and on visits to local parks and places of interest. All children develop an excellent sense of worth through the first class interaction, care and attention they receive from the childminder; for example, children respond eagerly to constant praise and encouragement and enjoy the warm, caring reassurance from the childminder. They feel good about themselves, show respect for each other and are beginning to manage their own behaviour successfully. The childminder has high expectations and her highly effective use of praise ensures children feel self-assured and supported.

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

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| 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

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| 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

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| 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

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| 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

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| 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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