

Inspection report for early years provision

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Inspector	ISP Inspection
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 2007. She lives with her family in a house in Basildon, Essex. All areas of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding four children in the early years age group. The childminder also offers care to children aged over five years to 11 years. She drives to local schools to take and collect children and takes children on regular outings to local parks and the library. The family has no pets.

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.

Outcomes for children are outstanding as the childminder has excellent knowledge and practical experience of the Early Years Foundation Stage and the developmental needs of young children. A very inclusive play and learning environment is provided, in which children's competency and capabilities are extensively promoted. Partnerships with parents and others are outstanding as the childminder has established very good relationships to meet the needs of all the children. A reflective approach is an integral part of the childminder's work, as she continuously reflects, adapts and adjusts routines and activities to meet children's changing needs and interests. Formal self-evaluation has recently been developed and further review is required to ensure progress is clearly identified and effectively tracked.

What steps need to be taken to improve provision further?

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

- continue to develop self-evaluations to identify and track progression.

The effectiveness of leadership and management of the early years provision

All the required documentation, including children's registration details and written parental consents, are in place. All records are comprehensive, clearly formatted and reviewed on a regular basis. Policies and procedures are outstanding and reflect current practice as they are all reviewed on a regular basis. Vetting procedures are robust, ensuring all those in the household are suitable. Children are exceptionally safeguarded as the childminder has extensive knowledge and

understanding of her role in protecting children. The safeguarding policy is comprehensive and is shared with parents by the childminder, ensuring that they are fully informed of her role. Risk assessments are robust, comprehensive and reviewed regularly. These include the suitability of the play equipment and ensuring all first aid items are maintained. The childminder is vigilant about the security of the children and monitoring of visitors to the premises, and this includes the completion of a visitors log. Very good fire safety procedures are in place as children practice regular fire drills, ensuring that they know what to do in the event of an incident. Overall, children's safety is exceptionally promoted.

Equality and diversity are an integral part of the provision as the childminder has a very good understanding of equality issues and how to promote inclusion effectively within the environment. The organisation of daily routines, the physical environment, resources and activities are outstanding in meeting children's individual needs, interests and capabilities. Consequently, children receive exceptional standards of care, attention and support. Promoting children's independence and choice are a fundamental part of the childminder's ethos. This ensures that children are confident and competent in their independence and decision making. The childminder is a very skilled and experienced early years practitioner. Since the last inspection, she has successfully implemented all the requirements of the Early Years Foundation Stage and attended an extensive range of training courses, including Forest Schools and outdoor learning, science workshop and number work. The childminder intends to continue to develop her professional practice. Self-evaluation has been developed, however, further review is required to ensure progress is clearly identified and effectively tracked.

Partnership work with parents and other agencies is outstanding, as the childminder endeavours to establish effective working relationships. All parents are fully informed about the childminder's role through the clear admissions procedure and the extensive communication systems for parents, both verbal and written. All new parents are given a parent handbook and complete a six week questionnaire, enabling the childminder to evaluate the provision. There are regular meetings with parents regarding children's developmental progress and continued learning needs. Home links are further promoted through Barnaby the Bear as children take him on their travels and a diary is kept to discuss children's holiday experiences. Parents are very complimentary and comments include, 'children's progress is exceptional and their learning is well documented' and 'the childminder is professional, flexible and works hard to accommodate families' busy lives'. Partnership work with others who are delivering the Early Years Foundation Stage, and other agencies, is exceptional as the childminder is proactive in her role to ensure children's individual needs continue to be met.

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

Children's planning, observation and assessment arrangements are extensive, well formatted and cyclical, ensuring that all children receive a very good range of play and learning experiences that are successfully tailored towards their individual interests. Children's learning journeys provide a rich textual narrative, using both

observations and photographs of children playing, and identifying next steps which inform future activity plans. Consequently, children's progress is being effectively assessed and monitored and all children are making outstanding progress, considering their starting points and capabilities. A very good selection of resources showing positive images of diversity are in use and children celebrate a number of festivals, including Holi, Chinese New Year, the World Cup, Christmas and Royal celebrations. As a result, children become familiar with different cultures and traditions.

Children are settled and confident within the home, and are self-motivated in their play and learning as they are given extensive opportunities to explore the excellent range of activities. These include painting, construction, puzzles and outdoor play. Shared and sustained thinking is successfully encouraged as the childminder is purposeful in her interactions and constantly extends children's thinking, for example, discussions regarding the child's painted cave picture. The childminder knows children's individual developmental milestones very well and will closely support them in their development, such as mark making and letter recognition. Children play and learn in a language-rich environment as there are excellent opportunities to use language through everyday experiences, for example, books and mark-making activities. Children continually talk through their play, providing their own narrative of events, for example, when playing with the marble run and getting ready to play in the garden. The very good selection of story and information books are culturally diverse and offer children both instruction and delight. They especially enjoyed 'Whatever Next' and then designed, built and painted a large three-dimensional rocket and a paper mache moon.

The indoor play environment, including the designated playroom, is brightly decorated with children's artwork and posters. The outdoor garden area also offers an exciting dimension for children's play they are able to play on the trampoline, ride tricycles, plant spring bulbs and explore the properties of mud. There are very good opportunities to explore the natural world, with regular outings to farms, parks, the beach and conservation areas. Children immensely enjoyed looking for insects, building sandcastles, splashing in puddles and jelly play. Children behave very well as the childminder has an exceptional understanding of how to positively manage their behaviour. Minded children and family members have very good relationships for one another where they show both affection and concern. They are very respectful to each other and are polite and cooperative, ensuring everyone makes a positive contribution and feels valued within the household.

Developing healthy lifestyles is an integral part of the provision. Children are encouraged at a very early age to learn about healthy lifestyles, and this includes daily walks and healthy lunches. Very good emergency evacuation procedures are practised and regular discussions about road safety and stranger danger take place. The childminder also allows children to take safe risks as she prompts discussions with the children, for example, when jumping from a low step. The childminder has attended first aid training and knows what to do in the event of an accident or when a child is unwell. Children are provided with a very good range of meals and snacks, and menus are reviewed on a regular basis to meet children's changing preferences and tastes. The childminder is extremely knowledgeable about individual children's dietary and medical needs as she works in partnership

with the parents and gathers all required information before children start at the setting. Overall, children's health and well-being is extensively 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

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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