

Inspection report for early years provision

Unique reference number	EY410220
Inspection date	06/04/2011
Inspector	Lisa Paisley
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 2010. She lives with her family in a house in Leigh-On-Sea, 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 six children at any one time and is currently minding three children in the early years age group. The childminder also offers care to children aged over five years to 11 years. She walks or drives to local schools to take and collect children and the childminder takes children on regular outings to the local parks and library. The family has a rabbit and chicken as family pets.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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.

Outcomes for children in the early years age range is outstanding as the childminder has excellent knowledge and practical experience of the Early Years Foundation stage and the developmental needs of young children. A child-centred, home based and inclusive learning environment is provided ensuring all children are able to make a positive contribution. Equality and diversity is an integral aspect of the provision as they are fundamental features within the everyday lives and experiences of children. Ensuring children feel safe and promoting healthy lifestyles are exceptional features of the childminding. Formal self-evaluation has recently been developed, 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 they 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 and procedures to follow in the event of a concern. The children has a very good understanding of what constitutes 'safe' working practices as an independent worker, this includes transparency, accurate record keeping and the supervision of children. Risk assessments for the home, garden area and for trips out are robust and are rigorously implemented, for example, fire drills, the suitability of the play equipment and ensuring the front door is secure. The childminder is vigilant about the security of the children and monitoring of visitors to the premises, this includes the completion a visitor's log. Overall, children's safety is exceptionally promoted.

The organisation of daily routines; the physical environment, resources and activities are outstanding in meeting children's individual needs, interests and capabilities. There is a designated playroom, which is exceptionally well-organised to provide children with effective play and learning experiences. Consequently, children receive exceptional standards of care, attention and support. Promoting children's independence and choice is a fundamental part of the childminder's ethos, this ensures that children are confident and competent in their independence and decision making. Equality and diversity is 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. Since the childminder's registration she has successfully implemented all the requirements of the Early Years Foundation Stage, and attended an extensive range of training courses, this includes safeguarding, first aid and personal, social and emotional development, and she is currently undertaking Level 3 in Home Based Childcare. Future plans include participatory approaches within early years and to continue developing her professional practice. Self-evaluation has been developed, however, further review is required to ensure progress is clearly identified and effectively tracked.

The effectiveness of partnership work with parents and other agencies is outstanding. 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. There are regular formal meetings with regarding children's developmental progress and parents make ongoing written comments. Parent's extensive complimentary comments include 'fantastic childminder', 'very reliable and accommodating' and 'supportive with regards to any additional needs and children are making very good progress'. 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

Extensive and effective planning, observation and assessment arrangements have been implemented within the provision, ensuring that children receive a very good range of play and learning experiences that are successfully tailored towards their

individual interests. Children's learning journeys provides a rich textual narrative combined with the development matters framework of children's continued developmental progress. Consequently, children's progress is being effectively assessed and monitored and informs future activity plans. Overall children are making very good progress considering their starting points and capabilities. A very good selection of resources showing positive images of diversity is in use, the hand made inclusion book enables children to record their everyday observations, thoughts and experiences. Children celebrate a number of festivals including, Chinese New Year, Easter, Mothers' Day and Christmas. Children's comments inform celebrations, for example, Halloween Christmas where all children received a scary Christmas present and monsters came down the chimney. As a result, children become familiar with different cultures and traditions.

Children are settled and confident within the setting and are self-motivated in their play and learning as they are given very good opportunities to explore the excellent range of activities, these include creative activities, role-play, books and construction opportunities. Shared and sustained thinking is extensively encouraged as the childminder is purposeful in her interactions and constantly extends children's thinking. For example, looking in the mirror and discussing facial expressions and cutting with scissors. The childminder knows children's individual developmental milestones very well and will closely support them in their development, such as speech, language and self-expression. 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. The very good selection of information and story books which are culturally diverse and offer children both instruction and delight. Children particularly enjoy the 'Manners' book developing young children's sense of positive behaviour. Children are given the time and space to work independently, solve problems and learn about cause and effect, for example, playing with bubbles and digging in the garden. Older children who attend the provision after school and during the school holidays make their choices about activities. They particularly enjoy role-play and creative activities, for example, building dens before going to school. The childminder also sensitively supports older children in completing their homework. Older children also contribute to planned activities and events in the school holidays, this includes rides on trains and buses, linked to the transport theme.

The indoor play environment is a child friendly area which is brightly decorated with lots of natural light and fresh air. The outdoor area also offers an exciting dimension for children's play they are able to go on tricycles, push along wheeled toys and also plant spring bulbs and herbs. There are very good opportunities to explore the natural world, as they go on walks all year round, and there are regular trips to the park, beach, children's centre and local library. 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, polite and co-operative ensuring everyone makes a positive contribution and feel valued within the household.

Developing healthy lifestyles and ensuring children feel safe is an integral part of

the provision. Children are encouraged at a very early age to learn about healthy lifestyles, this includes daily walks and healthy lunches. Very good emergency evacuation procedures are practised and regular discussions about road safety and stranger danger takes place. The childminder also allows children to take safe risks as she prompts discussions with the children, for example, negotiating the steps on the veranda. The childminder has attended first aid training and she 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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