

Inspection report for early years provision

Unique reference number	EY100410
Inspection date	12/05/2011
Inspector	Susan Parker
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.

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Description of the childminding

The childminder has been registered since 2002. She lives with her husband and three children aged four, seven and 10 years. The family live in Harlow, Essex. Access to the premises is via 3 steps to the front or sloped access to the side. The childminder use the whole of the ground floor including the playroom for childminding. There is a garden for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is also registered to care for children over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has two cats as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent, detailed knowledge and understanding of each child's individual needs through interaction, observation and very good links with parents. Children's safety and security are a priority, enabling children to adopt good practices to safely explore the exciting resources within this setting. Partnerships with other settings are developing.

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 the emerging partnerships with other settings that children attend.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and is fully aware of her responsibility to refer any concerns she may have about children's welfare. She has all the necessary information to be able to take the appropriate action if necessary and has a clear and detailed policy which explains her responsibilities. This ensures that all children are safeguarded from the risk of abuse or neglect and are cared for in a safe and secure environment. Comprehensive risk assessments have been carried out on all parts of the property and any trips or outings. This enables the childminder to organise the day to allow for specialist activities such as swimming lessons with 2 children. The childminder has written a comprehensive set of policies, documentation and records which underpin her outstanding practice. Good practices, such as having a copy of emergency information with her when taking children out, shows that she can take prompt action if required. The childminder has conducted a self-evaluation of her setting which includes the

views of the parents and the children.

She childminder has established a positive working relationship with parents and carers. A daily diary is used to share information between home and the childminder. Photographs and written observations form evidence of each child's 'learning journey', recording children's achievements and milestones. These are shared with parents which supports children's achievements between the two settings. The childminder is currently developing partnerships with other settings that the children attend which will create a coherence of learning and development across different settings, including children's experiences at home. Parents and carers are heavily involved in decision-making as the childminder values their input and ideas. Glowing references from parents support the excellent service that the childminder provides. Each child is fully included in all activities, their differences and similarities are valued and celebrated. The childminder uses external resources well, such as the library for dual language books for children who speak English as an additional language. The vibrant and welcoming setting promotes a welcoming and inclusive environment.

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

Resources, such as furniture, equipment and toys are of high quality and are very well used to fully support children's learning. The environment is exciting, interesting and fully conducive to learning. Children have a dedicated playroom with everything at child's height so they can access toys and resources for themselves. They also play in the hall where a fluffy rug and soft cushions invite children into the book corner. The outside area is fully risk assessed to support children's exploration and safety. The garden is well used as a resource for growing a variety of different plants such as strawberries, poppies and sunflowers. Children choose to play indoors or outside, depending on the weather. They explore the local woodland, picking up logs and looking at mini beasts through magnifying glasses. This inspires children's imagination and sense of adventure.

Children thrive in this highly stimulating and welcoming environment. The excellent organisation of the activities provided reflects rich, varied and imaginative experiences that meet the needs of all children very well. Assessment through high quality observations is rigorous and the information gained and is well used to form future planning. The childminder has a detailed understanding of the learning and development requirements. Her inspirational and innovative teaching motivates children to try new experiences and learn new skills. They are provided with an excellent range of developmentally appropriate activities. The childminder makes detailed observations of children's play and records their progress in their learning journeys. She effectively uses this information to plan activities to challenge children to take their next steps and enable them to make outstanding progress. These records are linked to the areas of learning, and ensure that all areas of development are planned for and delivered.

Children are confident with the childminder and are beginning to find a voice and discover new words. The childminder notes when they develop new vocabulary.

She talks to them sensitively to encourage their language development. Books are accessible and well used. Children develop manipulative skills as they plant the tiny seeds and operate computerised toys such as the Karaoke machine. The childminder encourages the children to express themselves through dance and art activities. Children express themselves as they act out situations with dressing up and small world play. Children are encouraged to be creative and experiment using different media such as sand, play dough, and soil. Children learn to play together and socialise and the childminder talks to them about sharing resources and taking turns. Children develop very good independence skills as they are able to make choices and explore their environment independently.

Children's good health is promoted as they go out for walks and have the opportunities for physical play most days, to get fresh air and exercise. Good hygiene procedures are in place to prevent the risk of infection. The childminder incorporates topics on health and hand-washing so that children learn how to live a healthy lifestyle. Children are reminded to wash their hands after using the toilet, planting seeds and before eating. Children can access drinks readily and the childminder works with the parents to supply healthy and balanced snacks and meals. Children learn to keep themselves safe as the childminder talks to them about issues such as evacuating the premises safely and gives explanations about safety when they play, for example, reminding children to be aware of others as they practise their ball skills in the garden.

Children have developed warm and trusting relationships with the childminder and so feel safe and secure in the setting. They display exemplary levels of confidence and self-esteem which are the skills which will support them in their future.

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	2
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	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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