

Inspection report for early years provision

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Inspection date	28/09/2011
Inspector	Jenny Howell
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 2001. She lives with her husband and two children aged nine and 13 years old. They live in a house in Benfleet, within walking distance of local parks and shops. She drives to take and collect children from school. The whole of the house is registered for childminding. The family has a pet dog.

The childminder is registered on the Early Years Register to provide care for a maximum of three children in this age range. She is currently providing part-time care for four children under the age of five. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She is currently caring for seven children over the age of five, two of whom are over the age of eight years old.

The childminder is a member of the National Childminding Association and is accredited to receive funding for free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in an extremely safe and secure environment, which has been organised to fully meet the individual needs of all children. This allows children to become fully engaged in purposeful play and learning. As a result, children make very good progress towards the early learning goals. The childminder works very effectively with parents and other professionals in order to identify and meet children's varying needs. An effective system of self-evaluation is in place to support continuous improvement. Ongoing professional development and support ensures the childminder can provide high quality care and education.

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 the use of observational assessment in order to plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

Extremely comprehensive procedures are followed to monitor and assess safety, including very detailed risk assessments of the premises and for all types of outing. All safety equipment, such as smoke detectors and stair gates, are in place and are checked on a regular basis. The setting is extremely effective in safeguarding children. All relevant documents are in place and are successfully implemented in

order to support the childminder in keeping children safe. The childminder has an excellent understanding of child protection procedures and keeps this up to date through regular training. Current training in first aid is in place, allowing the childminder to act quickly in the event of an accident or emergency. Specific training, such as in anaphylactic shock, has also been completed, in order to support the childminder in meeting the needs of individual children.

The childminder has a highly effective system of self-evaluation in place. This effectively supports her in reflecting upon what she is doing well and the impact that this has upon children. Through this, the childminder identifies areas in which she could improve outcomes for children and takes action to bring about real improvements. Parents' views are actively sought both on an informal basis and through periodic questionnaires. The childminder continues to improve and develop her skills, through regular training and by accessing support from the National Childminding Association and local authority.

The childminder makes extremely good use of space and resources. She ensures that all children are able to access different types of play, with space and time in which to rest and relax as needed. Children make good use of two rooms which are for their exclusive use, helping them to feel valued and at home. Children have regular access to the garden and excellent use is made of local facilities in order to enhance play and learning. Effective use of clear and low-level storage boxes ensure that even very young children can choose what they want to play with, allowing them to take the lead in their own learning.

All children are cared for in line with their individual needs. In order to achieve this, the childminder works extremely closely with parents. Children's differing stages of development are celebrated, as the childminder and all children take pleasure in the achievements of others. The childminder has established good links with other providers of the Early Years Foundation Stage, such as schools. This allows her to support continuity of care when children also attend other settings, as well as ensuring an exchange of relevant information.

The childminder establishes extremely positive relationships with parents. She ensures a regular exchange of information through a variety of methods, including daily discussions, diaries and regular access to progress and development records. All relevant parental permissions are obtained, ensuring that the childminder can care for children in line with parents' wishes. Parent's comment extremely positively about the childminder. They feel that their children have settled very quickly and are making very good progress. They value how the childminder has helped their children develop in specific areas of learning and also comment on how friendly and caring she is.

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

Children are cared for in a well-organised and stimulating environment. Resources and equipment closely reflect the needs of the children attending and are easy for them to access. The learning environment is calm and peaceful yet purposeful,

with children engaged in play and learning at all times. Displays of children's art work and some pictures, labels and posters help create an inclusive atmosphere. Children are extremely well supported by the childminder who is very aware of and attentive to their changing needs. She is highly positive and encouraging as she interacts with them.

The childminder keeps a detailed record of each child's learning journey. This includes observations of what children can do and have done, illustrated with photographs and comments. The childminder is able to use this effectively, in combination with the Early Years Foundation Stage practice guidance to identify exactly which stage of development children have reached in each area of learning. More recently the childminder has started to formally identify the next steps in learning for individual children, in order to support her in planning appropriate learning opportunities for them. This system has not yet been fully introduced for all children.

Children are highly motivated and engaged at all times. They independently access a wide range of creative and open ended activities and even young children, concentrate for extended periods of time. For example, spending a long time turning play dough into snakes of the exact length and width decided by the child. Learning is further enhanced through regular trips around the local area. This includes the local children's centre and parks, as well as the beach, open air swimming pool and country park. Access to educational computer games helps to support children in developing skills for the future, while real-life role play such as doctors or dentists helps them to make sense of the world around them.

Children behave extremely well and show great kindness towards each other. They have established house rules together agreeing, for example, on how to behave at meal times. They learn to value difference and diversity, as they study different countries and cultures from all around the world. Children contribute to their local community through charity events, such as a toddle walk and wearing pyjamas for a national charity.

Children have an extremely good awareness of safety and use tools and equipment with maturity, discussing potential hazards, such as sharp scissors. They learn about wider safety issues, through planned topics, discussing how and when to dial 999, or what to do in the event of a fire. Children also discuss stranger danger before trips to busy places. Children have an extremely close and supportive relationship with the childminder, clearly enjoying her company. They demonstrate that they are confident and comfortable with her by talking enthusiastically about the events which are important to them.

Children develop high levels of independence in managing their own hygiene routines. They are well supported in learning to use the toilet and are able to discuss the reasons for washing their hands. Older children have made their own posters, reminding others of good practice in order to stay healthy. Children exercise on a daily basis, making very good use of the garden and local parks to use a wide variety of large play equipment. Children eat a wide variety of healthy snacks and meals, with fresh fruit and vegetables provided daily. Children are very well supported in trying new foods and in learning about foods from different

cultures around the world. Fresh drinking water is available at all times through individual beakers.

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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