

Inspection report for early years provision

Unique reference number	EY281248
Inspection date	05/10/2011
Inspector	Angela Jackson

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 was registered in 2004. She lives with her husband and two children aged four years and six years in a residential area of Loughton, in Essex. The childminder's home is close to shops, local parks and schools. The whole of the house is used for childminding and there is a fully enclosed garden with a large playhouse, available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for no more than four children under eight years at any one time, of whom no more than three may be in the early years age group and of these, no more than one may be aged under one year. The childminder has a registered assistant and when working with the assistant, the numbers cared for may increase to a maximum of five children under eight years and of these, up to four may be in the early years age group. The number of children under one who may be cared for at any one time, remains at one child. The childminder is currently caring for four children aged between four years and six years. All children are minded on a part-time basis. The family has a pet hamster and a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides exceptionally high quality standards of care and education for all children. Children are highly motivated to learn and most children maximise the benefit of having access to an extensive range of stimulating resources. As a result, children generally make excellent progress. The childminder is well organised and professional in all aspects of the provision and promotes full inclusion. She forms strong partnerships with parents and other providers so that she effectively meets the individual needs of all children. The childminder is developing her self-evaluation skills well and demonstrates a strong capacity for further improvement.

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 children to develop control and coordination skills in their physical play.

The effectiveness of leadership and management of the early years provision

The childminder is very knowledgeable about safeguarding issues and the management of concerns about children in her care. She has recently updated her

training and has in-depth knowledge of the welfare requirements of the Early Years Foundation Stage. As a result, children are exceptionally well protected. Risk assessments are meticulously carried out, reviewed and maintained, with updates made as soon as any changes occur to the premises or provision. In addition, there are clear and comprehensive policies and procedures in place that are shared with all parents. These too are reviewed regularly and updated as necessary. For example, with the arrival of the family dog, a full risk assessment was carried out and a new policy put in place. Gates are put across all doorways and at the bottom of the stairs to prevent the dog accessing areas where children play indoors. Parents are made fully aware of the changes in the house and the new arrangements for supervision. This is an indication of the high regard the childminder has not only for the health and safety of children but also for the preferences of parents.

All adult members of the household have clearance for suitability and the childminder makes sure that children are not left unsupervised with unchecked adults. The organisation of the childminder's house is exemplary with clear floor areas for play and resources arranged safely and with free access to children. This means that children are able to move freely and safely between areas of play.

The childminder is ambitious and drives improvement in her provision through critical and rigorous self-evaluation. In this way, she is able to build and enhance her strengths while targeting areas that will challenge and add new dimensions to her provision. She accurately identifies ways to meet the challenge and is enthusiastic in her plans to undertake specialised training. This will further develop her understanding and practical skills in supporting children with special educational needs and/or disabilities. She actively encourages children to respect themselves and each other and effectively promotes equality and diversity.

Partnerships with parents are a key strength in supporting children's learning and care as she values information they provide as their child's first educators. Parents' wishes and preferences are a priority in order to make sure children feel secure and have continuity of care. The childminder has effective working relationships with other providers and professionals. She keeps parents and schools updated with excellent systems for the two-way sharing of information.

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

Children actively contribute their views and ideas towards the improvement and effectiveness of the care and learning that takes place with the childminder. They evaluate procedures, such as the emergency evacuation routes, and offer critical and realistic views and recommendations. The childminder values and shows high regard for their ideas, adapting systems in line with their suggestions. As a result, children are learning to take responsibility for their own safety and that of others. The childminder treats concerns about personal safety sensitively. She teaches children about 'stranger danger' which, along with stringent regard for road safety, helps children to protect themselves when out.

Healthy snacks with a variety of fresh foods, is provided after school each day and children have many opportunities for fresh air and exercise throughout the week. Children are taken to swimming and ballet as well having access to a wide range of resources and equipment in the garden. Games and physical exercise are possible outdoors throughout the year as the garden has an all-weather surface. This provides an ideal space for kicking a ball around, although control and coordination skills are needed to prevent the ball being lost over the fence. The childminder has exemplary standards for hygiene and high expectations of children to follow her model. Children take their shoes off indoors and respect the cleanliness and order of their environment.

The playhouse provides children with outstanding opportunities for imaginative play. Children make tea and cakes which they serve to each as they practise their excellent social and communication skills. Small world play people, representing different age groups and disabilities, further children's understanding of difference and diversity in the local and wider community. The assessment of children's different learning styles and abilities is rigorous and provides the childminder with a wealth of ideas for activities. She plans innovative and interesting topics to cover all areas of learning and in particular, supports children in acquiring strong number and calculation skills. The childminder is particularly creative and introduces exciting opportunities for children to learn about themselves and others through crafts, such as making a patchwork wall hanging with individual sections for children's photographs and personal mementos.

The childminder has high expectations and clear boundaries, for children's behaviour. As a result, children treat each other with respect and share and play together in great harmony. This means that children are secure and confident and have a strong sense of belonging. Children have a wide range of books that they enjoy reading and sharing. As a result, children have an extensive vocabulary. Their knowledge of the local community is enhanced through going to local shops and paying for their own drinks, which further helps them to understand the value of number in everyday situations. Children learn how to use equipment that incorporates technology, such as a digital camera and interactive alphabet pad. The many rich and varied experiences that children participate in provide a firm basis for learning skills for the 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	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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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met