

Inspection report for early years provision

Unique reference number	EY331300
Inspection date	19/10/2011
Inspector	Jennifer Beckles
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 2006. She lives with her husband and one child aged eight years in Westcliff-on-Sea, Essex. All areas of the childminders house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and when working with another minder, she is registered to care for a maximum of six children at anyone time. There are four children on roll who are all part-time, two of whom are in the early years range. She walks to local schools and pre-schools to take and collect children. The childminder attends the local parent and toddler group. The family has a cat.

The childminder is an accredited member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make very rapid progress in their learning and development because the childminder has indepth knowledge of the children and works very well with their parents and carers. This also ensures that children's individual needs are effectively met. Children's learning is well supported by the rich and varied range of toys and resources available to them. The childminder is deeply committed to improving her provision and through regular evaluation she has excellent awareness of her strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- improve risk assessments to cover anything or area with which a child comes into contact, with reference to the kitchen

The effectiveness of leadership and management of the early years provision

Children are kept very safe and protected in the setting because the childminder has exceptional knowledge of local safeguarding procedures, including contact details if she is concerned about a child. All household members are suitably vetted. Overall, children are kept safe whilst in the childminder's care because there are very thorough systems and procedures, such as risk assessments, that cover the main areas that children use within her home and garden, and while on outings. Although children are supervised well, prevention of unsupervised access to the kitchen by children is not fully covered by risk assessments. This presents a minor risk. The safe conduct of children is supported by the childminder's

established shared ground rules for behaviour, such as no running indoors. Additionally, children are protected because the childminder maintains comprehensive records including accident, medication and attendance records.

The childminder has detailed knowledge about the Early Year's Foundation Stage and uses this to support children's learning very effectively. The environment is welcoming, stimulating and representative of different backgrounds and is extremely well organised. There is a huge range of resources covering all areas of learning for children to choose from, such as a children's laptop with supporting software, electronic toys, and cause and effect resources. Children have free choice and regularly access most resources for themselves, such as construction sets, books, and small world resources. This means that they are able to thrive and make excellent progress in their development.

The childminder has a deep understanding of her strengths and weaknesses. She is fully committed to improvement of her provision for the children and has identified highly relevant targets. For example, she plans to provide more care for children with special needs. Although no recommendations were made at the last inspection, the childminder has initiated an improvement to her portfolio of policies and procedures.

The childminder forms very effective working relationships with parents and carers. Parents' wishes and children's individual needs are well met because she obtains comprehensive information about each child's individual needs. The childminder shares exceptionally detailed child development records with parents on a regular basis. Furthermore, her unique approach involves sending email requests to parents for updates on their child's interests and skills so that they can contribute to their child's development record. This means that parents can become effectively and meaningfully involved in their child's learning and each child is exceptionally well supported in making progress towards the early learning goals. Children's welfare and learning are supported by very secure relationships with other provisions and professionals involved with the children. For instance, links with health professionals who support children with special needs assist the childminder by offering advice on care and education plans.

The childminder offers steadfast commitment and ongoing support to the care of children with special educational needs and/or disabilities. Children develop extremely positive attitudes towards themselves and others because the childminder talks to the children about differences and challenges any discriminatory comments.

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

Children delight in being in this setting and their familiarity and security are underpinned by highly individualised routines. Their confidence and independence enable them to explore their surrounding with enthusiasm. Overall, children are able to move freely and safely around the setting because the childminder ensures their environment is safe. For example, each day she carries out various risk

assessments to identify and rectify any potential risks.

Children's good health is exceptionally well promoted by the childminder. Excellent hygiene practices enable children to develop understanding of how to stop the spread of infection. Older children maturely support younger children to wash their hands before and after eating and after using the toilet. The children have a deep and thorough knowledge of the benefits of eating healthily because the childminder discusses the nutritional value of food and because they plant and grow fruit and vegetables at the childminder's allotment. The children wash the vegetables and fruit in preparation for menus which they have chosen for themselves. In addition, fresh filtered water and fruit snacks are often prepared and eaten by the children. They get fresh air and exercise by using the garden or visiting the local park daily where they develop a range of effective physical skills, such as running and balancing. Children show exceptional understanding of the benefits of exercise as they observe the effect of exercise on their body.

The childminder plans extremely well to ensure that children gain a breadth of experiences in all areas of learning. She takes account of the individual needs of each child, considering any specific requirements, and interests, which results in activities and resources being very well targeted to engage children and ensure exceptional progress. The childminder uses information on children's skills, interests and the early learning goals to plan their next steps. She regularly undertakes observations of children to provide vital information on their abilities. Their enthusiasm for books and enjoyment in looking at pictures and talking about them support their language development well. This is further supported by lively puppet theatres and a diverse range of dressing up clothes. Literacy skills develop from the numerous opportunities that children have to draw and write using a range of writing materials and paper, such as chalk, felt pens, colouring pencils and different types of paper. During role play, children develop excellent numeracy and problem solving skills as they work out how many plates are needed for their guests, or how many items they can buy from the 'shop. Number and shape board games, and delightful number songs and rhymes reinforce this area of learning very effectively. A broad and interesting range of small world resources help children to learn about the world around them, such as farm animals, garages and roadsets. Additionally, they learn about technology by using a laptop or electronic toys. Furthermore, they develop understanding about life processes active involvement in planting and growing seeds in the childminder's allotment.

Behaviour is very good in the setting because the childminder sets and agrees ground rules for behaviour with the children, and uses praise to reinforce good behaviour. All children demonstrate exceptional skills and attitudes to learning, such as very good concentration levels, inquisitiveness, and considerable cooperation and sharing skills. They take responsibility happily and carry out their tasks effectively, such as setting the table for lunch, reading and sharing books with younger children. They also tidy up and sort items for recycling in the knowledge that they are making a positive contribution to saving the environment. The children show great respect for each other and effectively learn about differences because the childminder promotes an excellent understanding of diversity through discussion, stories, role play, meals, music and a range of

excellent resources.

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	2
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	2
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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