

Inspection report for early years provision

Unique reference number	EY357564
Inspection date	04/11/2011
Inspector	Patricia Champion

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 2007. She lives with her husband and adult child. They live in a house in a residential area in Wickford, Essex. All areas of the childminder's house are registered for childminding. Access is via a slope and two steps leading up to the front door. There is a fully enclosed garden available for outside play. The family has no pets.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children in the early years age group on a part-time basis. The childminder also offers care to children aged 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 childminder walks or drives to local schools and pre-schools to take and collect children. She attends the local carer and toddler groups on a regular basis and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children achieve and make rapid progress. They are highly respected as individuals and the childminder shows a firm commitment to working with parents, carers and other professionals to maximise children's all round development. There are overall very effective procedures in place to ensure children's needs are discussed and their progress is meticulously monitored and promoted. The childminder demonstrates a high level of commitment to children's safety and the very safe and secure environment encourages independent learning. She has attended extensive training courses and demonstrates considerable capacity to continue to drive improvements that benefit the outcomes for children.

What steps need to be taken to improve provision further?

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

- encouraging parents to contribute to the observation, assessment and planning cycle more often.

The effectiveness of leadership and management of the early years provision

Children's welfare is expertly safeguarded and promoted by a childminder who has a detailed understanding of her child protection responsibilities. She has the relevant contact information readily accessible and all the associated guidance for

reference to ensure she can act promptly if she has concerns about a child's well-being. Checks have been completed to ensure that persons living in the household are suitable. The childminder has an excellent understanding of how to achieve a balance between freedom and setting safe limits. The childminder is extremely vigilant and carries out regular risk assessment in order to identify and reduce any potential hazards to help prevent accidents.

The childminder is a skilled and experienced practitioner who successfully promotes an inclusive environment for all children who attend. She has an exceptional knowledge of how to support children's learning, ensuring that each activity is adapted to support each individual child at their own level and including their interests. As a result children make excellent progress and enjoy their time in the setting. The childminder promotes diversity well to help the children understand the society they live in. There is an excellent range of toys and resources which help children to learn about multicultural Britain and gain understanding of varying disabilities.

All the required documentation is maintained to a consistently high standard. It is regularly reviewed which contributes to children's health, safety and well-being. The comprehensive policies and procedures are shared with parents which means that they are fully informed about the provision and the care their children receive. Personal information regarding the children and their families is filed securely to ensure confidentiality. Children benefit significantly from a strong partnership with parents. The childminder provides parents with detailed information about the Early Years Foundation Stage outlining the six areas of learning. The childminder keeps parents well informed of activities children are participating in, enabling them to extend their learning at home. However, parents are not routinely encouraged to contribute to the observations and assessments within the learning journey and planning records. The childminder actively seeks parents' views about their child's needs and interests throughout their time in her care. Parents really appreciate the care the childminder provides and say that she is 'worth her weight in gold'.

Children's care is greatly enriched by the childminder's enthusiasm, her highly effective organisation of time, space and resources and her commitment to delivering high quality care. The childminder is highly motivated and actively seeks and attends regular training opportunities to ensure her meticulous practice remains in line with current trends. She has successfully maintained an outstanding childminding service and evaluates her provision to ensure continuous improvements are made. Links with other professionals, such as practitioners at the nearby pre-school and primary school and also other childminders are used successfully to provide a high level of support for children and their families.

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

Children thoroughly enjoy their time at the childminder's home. They achieve extremely well because she uses her extensive knowledge of child development supported by her comprehensive understanding of the Early Years Foundation

Stage. Children are very happy and settled. They make extremely warm and positive relationships with the childminder. They are eager to help her and are very confident to approach the childminder for support or to show her what they are doing. Children's confidence and self-esteem is given the utmost priority as they are offered plenty of praise and encouragement for their efforts. Children's independence is expertly fostered as they make their own choices and take decisions.

Children are extremely confident communicators. They are listened to and their knowledge extended as the childminder skilfully asks open ended questions to find out what they know and then introduces them to new vocabulary. Many opportunities are provided for children to be creative and imaginative. They become absorbed playing with small world figures, acting out role play scenarios and imaginatively put on puppet shows. Excellent use is made of books, digital video discs and props to help children fully participate and gain an excellent grasp of stories, such as 'The Very Hungry Caterpillar'. Children experience many trips and outings to toddler groups, parks, farms and zoos. This broadens and extends their social skills and ability to communicate confidently in a variety of situations.

The childminder puts an enormous amount of effort into presenting the learning journey records attractively to children and parents. She knows the children exceedingly well and uses her excellent observations to help plan for the next steps in their individual learning, ensuring they are able to make rapid progress. The planning is flexible and child-led, allowing children to develop their own ideas and experiences.

Children are closely supervised and their health and welfare are paramount at all times. Exemplary standards of cleanliness are maintained and children demonstrate a very good understanding of effective hygiene routines and healthy eating. Effective practices ensure children can move around safely, freely and with growing independence. Children understand what they should and should not do in the event of an emergency and the childminder explains about safety in a way that children understand without being afraid. They follow a high level of control and responsible behaviour through the childminder's positive, consistent approach. She teaches them to think about how their actions affect others, which helps the children learn right from wrong.

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