

Inspection report for early years provision

Unique reference number	201919
Inspection date	21/12/2011
Inspector	Tina Mason
Type of setting	Childminder

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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1995. She lives with her husband in Wickford, Essex. The whole of the property is used for childminding. Accessibility to the premises is via a small step to the front door. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are thriving in their learning and have lots of fun as the childminder knows their individual needs extremely well through outstanding partnerships with parents. There are robust systems in place to keep children healthy and safe, including detailed risk assessments that effectively minimise hazards, both in the home and on outings. Children enjoy participating in a wide range of exciting activities and outings, and they make excellent progress in their learning and development. The childminder successfully reflects on her practice, identifying areas for development, and demonstrates an excellent capacity to maintain continuous 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:

- developing further a two-way flow of information with parents, by updating the complaint log sheets to ensure that they refer to the Early Years Foundation Stage welfare requirements.

The effectiveness of leadership and management of the early years provision

Excellent care is taken to safeguard children. The childminder has a clear and confident understanding of her role in safeguarding children, which is supported by a well-presented policy reflecting the Local Safeguarding Children Board procedures. All adult members in the household have Criminal Records Bureau

clearance and systems are in place to ensure children are cared for by suitable and experienced adults. The childminder ensures children remain safe on the premises and during outings by carrying out detailed risk assessment on a regular basis. A wide selection of clearly written policies and procedures are made readily available to parents, helping to ensure the setting operates smoothly. These include complaint procedures to ensure parents are well informed about what to do if they have any concerns about the services the childminder provides. However, the complaint log sheets kept by the childminder have not been updated as they refer to the National Standards, rather than the Early Years Foundation Stage welfare requirements. The documentation relating to children's health and well-being is extremely well maintained and stored securely to ensure confidentiality.

Resources are of high quality and suitable for the ages of children to support their learning and development. Children clearly benefit and thrive as a result of the safe and secure setting they are in. The childminder has exceptional knowledge of each child's background and needs. Regular outings in the local community effectively help children to learn about and understand the society in which they live. The childminder is proactive in forging excellent partnerships with external agencies to support children's needs well. The childminder has made a detailed and thoughtful evaluation of her provision; it is comprehensive, descriptive and identifies areas for development. She invites parents and children to share their views. The childminder is committed to ongoing professional development and regularly attends appropriate training to ensure that she is best equipped to meet the individual needs of each child in her care. Children benefit from highly stimulating and inviting play areas with posters, photographs and their own artwork on display. Extremely well-presented resources and free access to outdoors give children choice and ample space to play, while actively encouraging their independence.

The childminder promotes equality extremely well within the setting, ensuring all children have access to the resources and play materials available. She adapts the activities to ensure children of all ages and stages can participate fully. The childminder has excellent relationships with parents; she fully involves them in their children's learning, sharing information effectively and encouraging access to children's learning journey books. Before children attend, the childminder gathers a great deal of information about their starting points and individual care needs. A regular evaluation of their development is shared with parents and they are invited to make comments and add to the information.

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

The childminder is skilled in recognising children's unique qualities and ensuring the needs of every child are being met fully. Children develop their self-esteem as they are able to recognise their artwork and photographs displayed in the rooms. Children spend their time fully engrossed in a wealth of activities which offer very good challenge in relation to their individual starting points. This enables each child to make excellent progress in all areas of their learning and development. The childminder is fully able to recognise when children need support, while allowing

them the time to persevere and complete tasks at their own pace. For example, younger children receive gentle encouragement from the childminder as they focus on building towers with the bricks; this allows children to develop confidence in their abilities. The childminder observes and listens to children sensitively, which helps her to gain an insight into what they like to do. She uses this information very well to help plan for their individual learning requirements. The childminder completes individual portfolios on each child and shares this information with parents, allowing them to contribute to areas of development and help extend children's individual learning at home. The childminder has developed an excellent understanding of the early learning goals and how to support children to make outstanding progress towards them. Written observations are clear and informative about children's achievements. Planning is comprehensive, reflects the interests of the children and promotes the next steps in their progress consistently.

Children have many opportunities to initiate their own play and learning. For example, the childminder organises the toys and resources at a low level to inspire young children's curiosity and exploration. This allows them to build on a particular interest, such as playing with the cars, trucks and building bricks. Children have frequent opportunities to be creative as they paint pictures of Father Christmas and nativity scenes on paper, and make Christmas ornaments by decorating fir cones with glitter. They use a wide range of media for these activities, which supports the development of their small muscle movements. Children have excellent opportunities to develop their knowledge and understanding of the world as they grow a large selection of fruits and vegetables in the garden. They are also encouraged to care for and tend to this area. Children demonstrate a good awareness of position, size and shape as they play with the towers of bricks and talk about whose tower is the tallest; they make collage pictures, and are able to differentiate between the smallest and biggest. Children show confidence as they explore the environment and have time and space for energetic play indoors and outdoors. Children have fun in the outdoors as they enjoy the benefits of the fresh air and participate in the activities set up for them. For example, the children enjoy visiting places of interest with the childminder, such as local farms, and are able to drive the toy tractors through mud. Children are able to learn about each other and the wider community as the childminder listens to their news and requests, demonstrating that she values each child in the setting. The children are able to play with a wide range of good quality resources which help to develop a positive understanding of diversity.

The children behave extremely well in the setting as they are happy and fully engaged. The childminder is an excellent role model, interacting calmly and affectionately with the children in her care. The childminder promotes positive behaviour through praise and reinforcing good manners. Children's welfare needs are extremely well met. They are gaining a strong understanding of how to keep themselves safe as they play in the secure environment, being reminded to be gentle with each other. They have regular opportunities to participate in evacuation drills so they know what to do in an emergency. Children develop an excellent understanding of being healthy as they are able to enjoy their nutritious meals and discuss where different foods come from. The children have opportunities for quiet times and rest as they snuggle up to share stories, and

toddlers go to sleep in a quiet, secure area.

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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