

## Inspection report for early years provision

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<b>Unique reference number</b>	EY390830
<b>Inspection date</b>	04/07/2012
<b>Inspector</b>	Tina Mason
<b>Type of setting</b>	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.

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 2009. She lives with her husband and 13 year old child in Grays, Essex. The whole of the premises, accessed via a small step, is used for childminding, with the exception of the main bedroom. There is a fully enclosed garden for outside play. The childminder walks to a local school and pre-school to take and collect children. She takes children to the library, parks and toddler groups.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. The childminder is currently minding three children in the early years age group. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder provides funded early education for three- and four-year-olds. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The childminder is a member of the National Childminding Association and has been awarded the Quality Mark for Early Years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are extremely well cared for by the friendly, reassuring childminder who effectively uses her excellent knowledge of the Early Years Foundation Stage framework to provide an exciting range of meaningful play experiences which significantly support each child in reaching their full potential. The childminder clearly values each child as an individual and forms extremely positive relationships with their parents, which enables her to provide consistent care and learning for their children. 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. Ongoing and inclusive self-evaluation systems are implemented, which help the childminder in successfully reviewing and monitoring most aspects of her provision to support her clear commitment to maintaining continuous improvement and promoting 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:

- establishing a more regular two-way flow of information with other providers to promote ongoing continuity in the delivery of the Early Years Foundation Stage framework to every child.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is prioritised and is effectively promoted through the childminder's clear understanding of safeguarding issues and her use of the very well-organised operational policies and procedures in place. She completes relevant training to keep updated and reviews her procedures frequently to keep children safe from harm. Accidents are effectively minimised as clearly detailed risk assessments are in place for all aspects of the provision. For instance, children know the importance of stopping, looking and listening for cars before crossing a road as they practice this each time they go out. Each child's individual developmental abilities are risk assessed, which helps the childminder in tailoring any activities to meet children's specific needs and, consequently, highly effective procedures are implemented which promote their safety very well.

Exceptionally strong relationships are formed with parents, who are delighted with the provision offered and say their children are extremely happy with the childminder. Parental involvement is actively encouraged through regular sharing of information and observations of children's achievements. The childminder keeps parents very well informed of their child's activities through discussion, daily written journals and through the well-resourced notice board. As a result, parents know what their child has been doing each day and feel reassured by this ongoing liaison, which also benefits their children and contributes to them feeling extremely secure and settled. Parents regularly have opportunities to view their child's developmental files and every observation is presented to them, enabling them to be involved in their child's next steps. The childminder is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. For example, the childminder works together with other childminders in the community and supports new childminders, providing them with help and guidance to improve outcomes for young children. The childminder does not currently care for any children who attend other early years provision. However, she is aware of the importance of sharing information with other settings when appropriate to support children's continuity of care.

Careful consideration is given to the provision of resources to enhance children's care and learning. For example, the home is extremely well-organised to support children's independent choices in play and provide a comfortable, inviting area for them. The childminder observes each child's style of learning when organising the resources and also involves the children in planning the layout. As a consequence, children move around the play areas confidently and spend time exploring the toys and games, which successfully promotes their interest in discovery and experimentation. The childminder is driven by her passion to continually improve. This is demonstrated by her high commitment to ongoing professional development to improve her provision and, in turn, the outcomes for children. The childminder has obtained a National Vocational Qualification at Level 3 in Child Care, Learning and Development. A comprehensive self-assessment enables the childminder to successfully identify the areas she wishes to develop.

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

Children are keen to participate in extensive range of activities and play opportunities provided. They actively seek out new experiences because the childminder enables them to feel confident to try out new skills. For example, children witness the amazing lifecycle of butterflies as they grow as caterpillars, turn into chrysalises and emerge as beautiful butterflies. Children delight in talking to visiting adults about all the activities and play opportunities they participate in. They excitedly look at the pictures in their 'Learning Journeys', talking about the photographs, who are in them and what they are doing. Children's language is developing exceptionally well. They benefit from the constant interaction from the childminder encouraging them to develop their own ideas and supporting their language development. Children are learning to write for a purpose as they write shopping lists, they ask the childminder what they need at the shops and as she tells them they write it down

Early mathematical understanding develops as children have fun as they learn about money, measure and shapes. As an example, they learn about the early concept of money as they join in role play in the shop area. They weigh ingredients when cooking, consider and compare consistencies during baking activities and learn about capacity when filling and pouring from containers. Children participate in exciting and stimulating activities enhancing their learning. For example, they enjoy playing with different media and watch out for the changes as they mix them together. Children enjoy playing with a bowl full of ice, food colouring and glitter, they use lots of descriptive language as they talk about the ice being cold and the glitter being sparkly in the water as the ice melts. Children have excellent opportunities to explore their environment both within the home, garden and on outings in the local community. Children benefit from the childminder being extremely enthusiastic and well organised in her observations and assessments. Regular discussions with parents ensures that she has an up-to-date knowledge of their development. All this information is used to effectively plan the next steps in children's development. The children's 'Learning Journeys' provide an excellent and detailed record of their progress. As a result, children make very rapid progress in all areas of their development.

Children have excellent opportunities to learn about healthy lifestyles. They learn how food grows by planting a selection of fruits and vegetables. They pick the fruit and vegetables once it is ripe before preparing them for snack. Children's physical skills are effectively catered for as they visit the local park and soft play areas which provide different opportunities to extend their development and try new skills. Children quickly learn about safety because the childminder gives clear explanations. She ensures the environment is safe to enable them to move around and children practice the evacuation procedures regularly to ensure they are all familiar with what to do in an emergency. Children behave exceptionally well and learn about resolving minor conflicts through the gentle, reassuring explanations given by the childminder. They learn through her positive role modelling that everyone is different and develop the confidence to recognise this and celebrate the diversity within their world. Children's self-esteem is continually boosted as

emphasis is given to helping each child feel valued and welcomed for who they are and what they can achieve. As a consequence, children develop good all-round personalities and feel confident and happy about themselves and play together harmoniously.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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