

Inspection report for early years provision

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Inspection date	23/07/2010
Inspector	Lynn Denise Smith
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 1987. She lives with her husband and an adult child who lives at the home in between studying they live in Great Wakering near Southend on Sea, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. A secure enclosed garden is used for outdoor play activities. The childminder has a guinea pig as a pet.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding five children in this age group. The children live in the local area and some also attend sessions at local pre-schools. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare, learning and development needs are superbly met by an experienced, caring and committed childminder. The childminder's extensive knowledge of the children in her care, both past and present is demonstrated professionally through the way in which she talks about them and tailors her provision to meet their specific requirements. She fully embraces the changes introduced to childminding through the Early Years Foundation Stage and effectively works in partnership with parents, children and other settings and agencies. Clear systems for reviewing and evaluating her provision, enable her to maintain consistent improvements and to identify any areas of weakness which may have an impact on 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:

- develop further a systematic and routine approach to using observations in order to plan the next steps in children's developmental progress.

The effectiveness of leadership and management of the early years provision

Children are superbly safeguarded by this childminder and her family. The childminder shows a comprehensive understanding of safeguarding issues and ensures that training in this area of her work is regularly undertaken and updated. Well-organised and effective written policies on safeguarding support her knowledge and are available for parents. All adults living on the premises are appropriately vetted and proof of their clearance is held on file. Children display a good understanding of safety issues as they follow the childminder's clear directions.

The childminder is extremely committed to maintaining continuous improvement through rigorous self-evaluation and through feedback from children and parents. She analyses what the setting does well and uses her self-evaluation process to identify any areas for improvement.

The childminder organises her home extremely well. Her home affords a good amount of clear floor space for children to play in. The home is very conducive to children's learning, providing a dedicated playroom, dining room and lounge where a wide range of different activities can be offered at the same time. Children clearly thrive as a result of the exceptional organisation of the premises and the childminder is in the process of adapting her home to make further improvements for the children in her care. For example, she is extending her kitchen and has placed a ground floor toilet and wash basin within the playroom area of the home for easy access. The childminder is highly effective in ensuring that all children are fully included and integrated into her provision. She ensures that their specific needs are met through her well-organised practices and procedures. The childminder has an exceptional knowledge of each of the children in her care and their differing home backgrounds. The childminder provides children with an exciting selection of resources and activities which enable them to learn about and understand the society in which they live.

The childminder is committed to working effectively in partnership with others in order to deliver outstanding outcomes for children. She liaises well with local nurseries and pre-schools to ensure that she maintains a clear flow of information about the children in her care and their ongoing progress. The childminder has a highly positive relationship with the parents and extended families of the children she is caring for. She encourages parents to play an active role in their children's care and learning and develops systems to enable them to be involved in decision-making on important matters affecting their children.

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

Children thoroughly enjoy their time with this childminder. The exceptional organisation of the provision for their welfare, learning and development needs provides children with superb opportunities to play and learn through rich, varied

and stimulating experiences. The childminder demonstrates an extensive understanding of the learning requirements of the Early Years Foundation Stage. She delivers a programme of fun, exciting and interesting activities for children, based upon their interests and learning styles. The highly consistent implementation of policies and procedures ensures that children's health, safety and well-being is effectively promoted. The childminder's system for observation is rigorous and the information obtained from observations of the children's progress is used effectively to plan a purposeful range of activities. Evidence of how the childminder uses her planning to support children's next steps in learning is not well-presented. Children make excellent progress in relation to their starting points. They enthusiastically access an exciting selection of resources from the range on offer to them. They have opportunities to express themselves creatively and through imaginative play. They enjoy the interaction they receive from the childminder and her family and have fun playing with the extensive range of resources in the garden. They enjoy pouring dried rice in and out of containers and watch as it flows through their hands. They have fun listening to stories and looking at the pictures in books. Children are provided with good opportunities to develop social skills as the childminder takes them to a number of toddler groups and local attractions.

Children show a clear sense of security and feel safe within the childminder's care. They approach her and her husband with ease and enjoy the enthusiastic responses they receive from them. Children are encouraged to develop a clear understanding of keeping safe indoors and outdoors. The home is rigorously risk assessed and the childminder encourages children to develop a good understanding about road safety and stranger danger. The childminder has effective organisation of routines which helps young children to gain a strong sense of security. Children show a clear understanding of the importance of following good hygiene practices as they take their lead from the childminder. They enjoy fresh air and exercise on a daily basis and are able to make excellent choices about whether they play indoors or outdoors. Children benefit from being provided with a well-balanced diet which takes into account their individual dietary needs and requirements. They are encouraged to take ownership of their own health needs through open discussions with the childminder about maintaining a healthy lifestyle.

All children are extremely settled and content within the childminder's care. They show a good sense of belonging and understand the childminder's house rules. They develop exceptional relationships with the childminder, her family and their peers as the childminder enthusiastically encourages them to be kind, caring and considerate of each other. All children are valued and are encouraged to participate in an excellent range of activities which help them to develop their knowledge of diversity and equal opportunities. Children have superb opportunities to develop skills which will help them in the future. They enjoy activities which enable them to progress in the communication, language and literacy, such as drawing, mark-making and looking at books. They regularly visit places of interest and learn about their local community, developing an excellent knowledge of their place within society.

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	2
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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