

Inspection report for early years provision

Unique reference number	202500
Inspection date	24/03/2009
Inspector	Justine Leong
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 1996. She lives with her husband and two daughters in Clacton-on-Sea, Essex. The whole of the childminder's house is used for childminding and a secure enclosed garden is used for outdoor play activities. The family has a pet dog and two cats.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may 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. She is currently minding nine children, all of whom attend on a part-time basis.

The childminder takes and collects children from the local primary school and playgroup. She also takes children to various social activities and places of interest in the local community. The childminder is a member of the National Childminding Association and provides funded early education.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children are extremely relaxed and happy in the childminder's expert care. Exciting learning opportunities are planned and provided and children make excellent progress towards the early learning goals. The childminder is dedicated to working in partnership with parents and has devised effective systems for them to become involved in their children's learning. A strong commitment to inclusion and regular self-assessment further enhance the experiences of children in her care.

What steps need to be taken to improve provision further?

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

- consider recording risk assessments completed for outings.

The leadership and management of the early years provision

The knowledgeable and experienced childminder has undertaken extensive training in order to support and underpin her excellent practice. Extremely comprehensive policies have been devised and these are effectively shared with parents. All required written parental permissions have been obtained, helping to ensure children are consistently cared for in line with their parents' wishes. Effective systems are in place, providing valuable opportunities for parents to share their views and ensure they are fully included in their children's learning. Parents highly praise the care and education their children receive at the setting.

Children's welfare is extremely well protected and promoted as the childminder has undertaken safeguarding training and demonstrates an excellent understanding of her role in safeguarding children. Children's safety is given the highest priority and thorough risk assessments have been completed to ensure potential hazards are identified and minimised within the home.

Children benefit as the childminder consistently strives for an exceptionally high standard of care and education and effective links have been formed with other settings, helping to promote continuity of care. Ongoing monitoring and honest self-evaluation enable the childminder to identify areas for future development and ensure children and parents continue to receive an outstanding service.

The quality and standards of the early years provision

Children play and learn in a spacious, warm and child-friendly environment, where they have independent access to a exceptionally broad range of stimulating toys and resources. The childminder demonstrates a superb understanding of how children learn through play and provides exciting and innovative learning opportunities. Flexible planning enables the childminder to follow children's interests and ensure they remain focused and engaged. For example, during snack time the children enjoy pouring their own drinks so the childminder provides a water tray and pouring resources. The children quickly become absorbed in exploring the water and this is further developed as the childminder adds ice cubes and sits with children to support their investigation, using appropriate language to discuss how it feels.

Individual learning plans are created for each child, based on their specific needs, abilities and interests. This ensures all areas of learning are covered equally and each child makes excellent progress towards the early learning goals. Children are developing superb communication skills as they play together with the small world toys, role-play resources and dressing-up clothes. They excitedly investigate their environment and are developing an excellent understanding of the world around them as they explore the garden, plant seeds and learn about animal lifecycles. Children thoroughly enjoy playing games with the childminder who expertly supports and extends their thinking through questioning. For instance, when using construction resources to build a path, the childminder encourages the children to use maths language such as 'longer' and 'wider' in context. Children relish the opportunity to participate in regular craft activities and benefit from frequent visits to local toddler groups, providing valuable opportunities for development of social skills.

Children are developing a strong sense of belonging as the childminder organises her home extremely effectively to provide a homely and nurturing environment. Robust hygiene procedures are in place, ensuring children remain healthy. For example, clear visual aids remind children of correct hand washing procedures and children independently access their own toothbrushes to clean their teeth following a meal. Children are developing an excellent understanding of the benefits of a healthy diet as the childminder has implemented a snack table, where children can independently access a broad range of nutritious snacks such as fresh fruit and

raw vegetables. Daily access to the safe and secure garden ensures that children have valuable opportunities for physical activity, and this is further enhanced by regular walks, visits to indoor play areas and trips to local parks and playgrounds.

Children are developing very good self-esteem as the childminder listens to them attentively and clearly demonstrates that their ideas are highly valued. Children have access to a broad range of resources which are reflective of the wider world including books, posters, role-play resources and small world toys. They enjoy sharing food and creating colourful crafts to celebrate festivals such as Chinese New Year and Christmas, helping to develop a very good understanding of diversity. The childminder is fully committed to promoting inclusion and has undertaken extensive training to ensure the needs of all children are met. Positive behaviour strategies such as praise, encouragement and explanation are used consistently, and the childminder is calm and polite acting as a positive role model. Children understand what is expected of them and their behaviour is exemplary.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.