

Inspection report for early years provision

Unique reference number	590120
Inspection date	30/11/2011
Inspector	Lynn Hughes
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 1998. She lives with her husband and two adult children in South Woodham Ferrers, Essex. The whole of the property is used for childminding. There is an enclosed garden available for outside play. The childminder takes and collects children from local schools. The family have a pet tortoise.

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 five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. 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. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder meets children learning, development and welfare needs to an exceptionally high standard. She demonstrates superb knowledge of the children in her care and ensures that their individual learning styles are accommodated in her planning and provision of exciting and interesting activities. Extremely effective record keeping ensures the smooth running of the childminding provision. The childminder has an excellent relationship with parents of the children she cares for and generally works in partnership with other settings. A robust procedure for reviewing and self-evaluating the setting ensures that the childminder continuously improves 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:

- develop partnership working to provide further opportunities for parents to share in their children's learning and consider ways of liaising with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care.

The effectiveness of leadership and management of the early years provision

Children are extremely well-safeguarded within the childminder's care. She demonstrates secure knowledge of her responsibilities with regards to protecting

children. Keeping up to date with current legislation and guidance through training and regular contact with other registered childminders. All adults living on the premises are vetted and proof of their clearance is held on file. Rigorous systems for risk assessing the premises and outings ensures that children remain safe and secure at all times.

The childminder is firmly committed to improving her childminding provision through the regular monitoring of her procedures and through her effective self-evaluation systems. Parents are actively involved in this process as they complete detailed questionnaires asking for their feedback and suggestions. The childminder uses this information to devise an annual review of her provision and addresses any issues identified by parents. For example, some of the feedback indicated that not all parents were aware of the correct process for making a complaint. In response to this the childminder made copies of her complaints policy and attached it to the annual review for each parent. The childminder has made a number of changes to her setting since the last inspection and has become very involved with the local childminding group who meet on a weekly basis.

An effective training plan enables the childminder to keep abreast of current thinking and her regular attendance at childminder information sessions updates her knowledge of issues relating to the Early Years Foundation Stage. The childminder recently identified that she needed to be more proficient in her knowledge of ways of developing children's speech and language. She sourced and attended a course which provided her with this knowledge. All children are valued and respected within the childminder's care as she effectively develops her understanding of their individual requirements. She encourages them to learn about other people's needs and to enhance their understanding of different cultures and beliefs through festivals and special celebrations.

An extremely effective partnership with parents enables the childminder to develop an open and relaxed relationship in which parents feel comfortable and involved in their children's care. A large number of written references from parents over a number of years compliment the childminder on her provision and detail how their children have benefited from the time they have spent with her. The childminder is well-known at the local pre-schools and schools and communicates effectively with staff at these provisions. At present, however, the childminder does not have systems in place to enable her to ensure continuity and coherence by sharing relevant information with key staff at other early years settings where children receive education and care.

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

Children are extremely active and busy both indoors and outdoors as they enjoy their day with the childminder. Outings and activities are organised in the local community on a daily basis alongside the excellent range of planned and freely-chosen activities the children participate in whilst at the childminder's home. Children are encouraged to gain independence as they safely and proficiently

select toys and play materials from the extensive range on offer. They thoroughly enjoy interaction with the childminder who supports their learning superbly. Children have superb opportunities to develop social skills when they attend childminder group sessions and other group activities, this results in extremely confident children. They are fully engrossed in stimulating and purposeful play activities which are superbly facilitated and supported by the childminder. For example, they complete pages of an early education task book which enables them to draw around various shapes and colour in pictures made of that shape. The vocabulary and conversation this prompts enables the childminder to enhance their knowledge by talking about other items which are of the same shape and colour. They then take their babies for a walk in one of the many small baby buggies available to them. They chat confidently about where they are going and what their babies like to do. A cafe set up in one corner of the room by children provides an excellent opportunity for the children and their babies to be provided with food and drinks of their choice. The childminder expertly observes the children's play and relates her observations to specific areas of learning. She uses this information to identify children's next steps in learning and to plan effectively for them in order to help them to progress. Her observations are very professionally presented in the children's learning journeys and shared with their parents on a regular basis.

Children are and behave in ways which show that they feel safe and secure in the childminder's care. They move very proficiently around her home accessing the areas available to them. Extremely clear risk assessments show that the childminder considers the children's safety paramount. Children effectively learn about safe procedures, such as, crossing the road at appropriate places as the childminder talks to them continuously about this. She includes them in risk assessing their journey. Children remain very healthy in the childminder's care as they enjoy well-balanced and nutritious snacks and meals. They are provided with fresh drinking water throughout the day and learn about food and drinks which are good for them. They are fit and active as they are regularly taken to local parks and physical play facilities. Children's knowledge of following healthy habits is effectively promoted by the childminder reminding them to wash their hands at regular intervals, such as after using the toilet.

Children's enthusiastic engagement in well-planned and stimulating learning experiences promotes their development of skills for the future. They have excellent pencil control and are beginning to write recognisable letters. Their vocabulary and communication skills are very good and they converse proficiently with each other and with the childminder. Children are extremely settled and comfortable in the childminder's care and approach her with ease. Their self-esteem and confidence is extremely well-promoted as the childminder offers them constant praise and encouragement, whilst gently reminding them to use good manners.

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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