

Inspection report for early years provision

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Inspection date	16/06/2011
Inspector	Lynn Clements
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 2001. The childminder is registered to care for a maximum of five children at any one time of who three may be in the early years age group. She is currently minding one child in the early years age group. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

She lives with her husband and two children aged 11 and eight years. The family live in a residential area of Newport, Essex. The whole of the childminder's house, is used for childminding and there is a fully enclosed garden available for outside play. The family has two pet rats.

The childminder 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 has an exceptionally good knowledge and understanding about the needs of each child in her care. This enables her to meet their learning and welfare needs exceedingly well. Children are extremely safe and secure and have excellent opportunities to learn about the world around them. Partnerships at all levels are exemplary and significant in making sure that the needs of all children are met, including those with additional needs. This attention to detail means that the children make very good progress given their age, ability and starting points. Self-evaluation is thorough and effective as the childminder clearly identifies priorities for future development; she includes the views of parents and carers when reflecting on her service making sure that she responds exceptionally well to user requirements.

What steps need to be taken to improve provision further?

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

- making effective use of the natural environment providing opportunities for the children to develop further their understanding and experiences of the world.

The effectiveness of leadership and management of the early years provision

The childminder has very robust procedures in place with regard to the protection of children in her care. She is extremely vigilant and knows how to make a referral if she has a safeguarding concern. Risk assessments are particularly thorough and

actions taken by the childminder to minimise potential hazards further ensure that children are kept safe and secure. The childminder's continuing professional development is excellent. She understands that this is critical to fully support her practice and clearly enables her to increase her professional knowledge to remain up-to-date and effective. All records required by legislation are in place and regularly up-dated. All documents are kept secure and the childminder has a clear understanding about the importance of confidentiality. She has taken the time to provide parents and carers with clear policies and procedures, personalised to her setting. The implementation of these supports the very smooth daily running of her provision and provides positive outcomes for the children and their families. The overall organisation of the childminder's home is excellent and the provision of child-height storage enables children to become independent and inquisitive learners. Toys and resources are of an exceptionally high quality and clearly supports children in making exceedingly good progress towards the six early learning goals.

There is no bias in the childminder's practice or attitude in relation to gender, race or disability and this enables her to provide interesting and stimulating activities which clearly help the children to learn about other cultures and customs in the wider world. Opportunities for the children to learn about the natural world is a particular aim of the childminder and has also been clearly identified in her development plans. Partnerships with parents and carers are extremely purposeful. Parents report that they are kept fully informed about their children's progress and in turn they happily share learning that happens at home. They feel reassured to go to work, knowing that their child is very well cared for with great opportunities for them to enjoy activities and explore the wide range of exciting toys and resources. Partnerships with others are exemplary. The childminder is pro-active in building open communications and relationships with staff at other settings the children attend. This two way flow of information makes sure that each child is supported extremely well and that all persons involved in their learning and development are working consistently together, building on what children know and can do. Systems of self-evaluation are excellent and include the full participation of parents and carers. The process reflects rigorous monitoring and searching analysis of what the childminder does well and what she needs to improve. As a result actions taken by the childminder are well targeted and have had an outstanding, impact in bringing about sustained improvement.

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

The childminder has high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity. She has an extremely good knowledge and understanding about the Practice Guidance for the Early Years Foundation Stage and uses the document effectively to observe, assess and plan for children's future learning. Assessment through high quality observations is meticulous and the information gained, is used very successfully to guide individual planning. The childminder has taken the time to learn baby sign helping her to interact effectively with babies as their communication skills develop. Exciting and

stimulating activities are organised, for instance, filling the conservatory with empty cereal boxes and observing children's delight and subsequent child-led learning. This clearly demonstrates the childminder's excellent understanding of the benefits to young children when they are enabled to learn through free-flow play and investigation. The childminder works effectively to help children develop their independence, curiosity, imagination and concentration. Children are fully supported to acquire the skills they need to support future learning.

Children persist for extended periods of time at an activity of their choosing, for example, as they pick up shapes and post them into the sorter. They also investigate simple technology as they press the on and off button on battery operated toys. Babies are extremely confident and move freely around the setting. They enjoy exploring strategically placed treasure baskets, delving inside and picking out objects one-by-one then exploring them with their eyes, hands and mouth. They are learning to communicate their needs through babbling, pointing and baby sign. Children enjoy snuggling up with the childminder to share stories and demonstrate their growing understanding about the world around them as they see pictures of different animals and spontaneously mimic the sounds they would make, such as, a snorting farm yard pig.

The childminder helps babies to learn about the importance of good personal hygiene routines as they learn to wash their hands after nappy changes, helping them to develop association of ideas for the future. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out. They thoroughly enjoy regular trips to toddler groups and parks where they can socialise and use play apparatus on a larger scale than is possible in doors. Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. The high quality adult interaction and exemplary organisation of routines helps babies and very young children to gain an exceptionally strong sense of security. Children learn about keeping themselves and others safe. Behaviour is extremely good and the childminder has effective strategies in place helping children to take ownership, such as, devising house rules, learning to share and take turns and care for each other. Children are eager to attend and make significant gains in their learning.

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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