

Inspection report for early years provision

Unique reference number	EY308239
Inspection date	19/06/2009
Inspector	Deirdra Keating
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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2005. She lives with her three children aged 17, 15 and 11 years in Galleywood, Essex close to shops, parks, schools and public transport links. The childminder's home is a semi-detached house in a residential area. The whole of the childminder's home is used for childminding. She has two cats and a rabbit.

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. She is currently minding four children who are within the Early Years Foundation Stage (EYFS) years. She also offers care to children aged over five years to 11 years. This provision is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder creates an extremely welcoming and inclusive environment in which all children are highly valued and treated as individuals. Children are exceptionally well-supported and thrive in the childminder's care. The childminder demonstrates a high level of commitment to her continuous improvement and has established strong links with parents and other providers.

What steps need to be taken to improve provision further?

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

- developing the use of training made available by the local authority and other sources.

The leadership and management of the early years provision

The childminder is extremely conscientious and strives continually to improve outcomes for children in her care. Evaluation forms are sent out to all parents who have provided detailed feedback which has been used to tailor areas of practice to their requirements. The childminder communicates with parents extremely well using a range of media to suit the individual needs of the family. She proactively sources information for parents and provides warm and responsive support and consequently parents provide extremely positive comments about the childminder's high quality practice.

Children's welfare, care and safety are promoted exceptionally well. The childminder has a proactive approach to her professional development which enables her to update her knowledge and reflect upon her practice. For example, the childminder is completing her National Vocational Qualification Level 3 in 'Home Based Childcare' and would like to continue to access relevant training courses to ensure her knowledge is securely updated. The childminder understands her roles and responsibilities in safeguarding children and has relevant and up-to-date information and training. Daily risk assessments are carried out and meticulously recorded to ensure children's ongoing safety.

Clear and comprehensive written procedures are linked extremely well to the Early Years Foundation Stage. This has resulted in individual policies that are closely referred to in all areas of practice. The childminder has developed an informative parent information pack that gives a superb range of information prior to admission. She maintains an excellent two-way sharing of information using daily hand over's, a notice board and diaries which keep parents informed and build links with children's homes and families. The childminder has also established effective communication systems to support children as they attend other provisions. For example, the childminder takes children on induction days at school and shares planning with other providers in order to work collectively towards shared goals.

The quality and standards of the early years provision

Children are extremely confident, happy and settled with the childminder in her comfortable and spotlessly clean home. They learn about many factors that contribute to a healthy lifestyle. For example, they wash their hands before meals and put their hands over their mouths as they cough. The childminder gives extremely good explanations about personal hygiene to help children understand the need for preventative measures. The childminder provides healthy, nutritious snacks and uses these to help children understand about healthy eating. Children are given fruit bars and dried or fresh fruit and help pick fresh vegetable from the garden. Fresh air and exercise is promoted strongly with the patio area used as an extension of the house. Children play outside according to their choice and are protected very well from the elements by an overhead canopy. The resources inside and out are stored to promote children's independence and decision making and consequently, children are able to make choices and absorbed in a range of meaningful experiences.

Children gain a strong sense of community with the childminder, they visit the local library and shops and go for walks where they observe seasonal changes. Children collect items of interest to bring home building on their ideas and personal interests. The childminder provides follow-on activities, for example, after a visit to the beach the children play with buckets and spades in the sand tray and discuss photographs of the visit. This encourages children to recall activities using language to clarify and sequence the events as they remember them. Children play together and learn how to respect one another and share equipment safely. In addition they learn about fire safety as they are all involved in practise evacuations which are planned carefully to ensure they do not frighten children.

The childminder clearly knows the children very well providing activities that stimulate and excite them and consequently they participate with high levels of enthusiasm, for example, a child who is interested in cars thoroughly enjoys pushing cars across the wooden floor and shrieks with delight as they speed across the floor. Children are given superb individual support according to their needs, the childminder helps with their transition into school providing meaningful and relevant resources to help children feel more secure and confident. Children gain an excellent sense of belonging as they are free to use the whole house and have close and trusting relationships with the childminder's children. The childminder celebrates all birthdays and children are fully involved in these routines going shopping for their party accessories and planning enthusiastically for their party celebrations.

The childminder provides a weekly planning guide which is adapted responsively to children's changing interests. Colourful illustrations and examples of children's work are very individual and build up an illustrative story of each child's learning and development. These include early mark making and number work which provides excellent examples of children's consistent progress and achievements. These are planned and shared with parents in order that they can contribute to their children's learning and add to resources to extend activities and encourage a strong partnership.

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?	2
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

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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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