

Inspection report for early years provision

Unique reference number	EY346664
Inspection date	26/01/2011
Inspector	Lynn 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2007. She lives with her husband and one child aged seven years in Hadleigh. 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 and pre-schools.

The childminder is registered to care for a maximum of five 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 three children attending who are within the Early Years Foundation Stage, two of whom attend on a part-time basis and one on a full 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. The childminder has the provision to support children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association and holds a quality assurance award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder meets children's welfare, learning and development needs to an extremely high standard. She demonstrates superb knowledge of the children in her care and very effectively meets their individual needs. Children enthusiastically participate in an excellent range of activities which enable them to make secure progress across all areas of learning. The childminder actively reviews and evaluates her provision and uses her assessment of her service to make changes and improvements. The childminder works very well with parents and others, although is currently further developing her system for working in partnership with other settings delivering the Early Years Foundation Stage.

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 opportunities to work in partnership with other providers delivering the EYFS to ensure progression and continuity.

The effectiveness of leadership and management of the early years provision

Children are extremely well-safeguarded as the childminder demonstrates extensive knowledge of her responsibilities with regards to protecting the children in her care. She ensures that all of the adults that the children have contact with are appropriately vetted and proof of their clearance is held on file. The childminder shares her safeguarding procedures effectively with parents through her well-presented and clear safeguarding policy. Extremely effective risk assessments of the premises ensure that children are cared for in a safe, secure and well-organised environment.

The childminder is firmly committed to driving for improvement. She continuously reviews and evaluates her provision involving parents and children in this process through effectively presented questionnaires. The childminder uses her self-evaluation process to identify her strengths and any areas which she feels could be further improved. She has obtained a quality assurance award which has provided her with excellent opportunities to review her provision and to discuss her service in full with the National Childminding Association development worker.

Effective presentation of toys, resources and books enable children to safely self-selection equipment to enable them to guide their own play and learning. The childminder has a superb range of resources stored within her home, as well as an extended selection which she alternates on a regular basis. Continuous updating of training ensures that the childminder keeps abreast of current childcare practices. Superb procedures have been adapted to enable the childminder to effectively meet all children's needs. The childminder has firm experience of caring for children with special needs.

The childminder's robust procedures for working in partnership with parents ensures that they are actively involved in their children's care provision. Extensive written policies and procedures provide parents with expert knowledge about the childminder and her services. Relationship with other agencies have been established to enable the childminder to effectively meet the individual needs of specific children. She is beginning to implement systems to enable her to work effectively with other settings providing for children within the Early Years Foundation Stage.

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

Children have great fun at the childminder's home. Her expert knowledge of their learning needs enables her to tailor her provision and to follow their interests and learning styles. They enthusiastically participate in extensive activities which allow them to express themselves and to solve problems. They thoroughly enjoy being

creative and exploring a range of materials including natural items. Children develop superb social skills as they are provided with regular opportunities to attend toddler groups and to meet with other childminders and their minded children. They actively learn about nature and growing as the childminder encourages them to dig, plant and care for flowers and vegetables. Regular cooking activities enable the children to develop skills with regards to weighing and measuring and observing changes which occur through the cooking process. The childminder has excellent systems in place for observing children's progress and achievements and using her observations to inform future individual planning. Parents are encouraged to play an active role in their children's learning experiences as they regularly view their child's superbly presented learning journeys and discuss their progress with the childminder. Their welfare requirements are superbly met through the childminder's extensive and professional policies and procedures. She is extremely committed to encouraging children to develop independence and to make secure choices over their play, learning and care.

Children feel safe and secure within the childminder's care. They move freely around her home accessing the areas available to them. They understand the childminder's simple but effective house rules as she presents them in written and pictorial form in posters. Children are provided with good quality furniture and equipment which promotes their safety. The childminder's exemplary systems for keeping children healthy ensures that they develop secure knowledge about good hygiene practices, food and drinks which are good for them and the important effects exercise and fresh air have on their general well-being.

Children are extremely settled and comfortable within the childminder's care. They approach the childminder with ease and enjoy the interaction they receive from her. Children have superb opportunities to develop knowledge and understanding about other people's differing needs, cultures and beliefs through the excellent range of books, resources and play materials available which reflect diversity. Opportunities for children to develop essential skills for the future are expertly provided by the childminder. For example, they develop a love of books and literature as they regularly visit the local library with the childminder. They learn about the world around them through appropriate activities and discussions with the childminder and they develop hand writing skills as they use a range of drawing and mark making materials.

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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