

Inspection report for early years provision

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Inspection date	11/03/2011
Inspector	Tina Mason
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 two children, aged seven and five years old in Rochford, Essex. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years, of whom three can be in the early years age group. The childminder is currently minding four children in the early years age group, who attend on a full-time and part-time basis. The childminder also cares for children over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools and pre-schools to take and collect children.

The childminder is able to support children with special educational needs and/or disabilities and supports those who speak English as an additional language. The family have two cats and two pet rabbits. 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.

All children thrive with this childminder and achieve consistently well across all areas of their learning and development. This is due to the childminder's enthusiasm and commitment to provide an exceptionally stimulating and fun learning environment. The childminder is highly skilled at meeting the individual needs of all the children and she fully engages with them to develop an inclusive learning, which as a result enables all children to reach their full potential. The childminder has high standards and a clear vision for the future which is very well captured within her self-evaluation. Due to this all children are making outstanding progress in their learning and development.

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 further systems to ensure the next steps in children's learning are consistently supported through planning.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded and protected as required checks to determine suitability have been completed. The childminder has a comprehensive understanding of the need to protect children from harm and is aware of the indicators of abuse. A written child protection policy, which parents and carers are made aware of, ensures that they are clear about the childminder's responsibility to protect their children from harm and how she would deal with any concerns she may have. The environment is extremely safe and the childminder is proactive in minimising any risks to children. Risk assessments for each type of outings are effectively carried out, ensuring the safety of children when out and about.

The childminder has exceptional knowledge of the children in her care and she uses this knowledge to meet the children's individual needs, interests and developmental stages exceptionally well. It is through the commitment that the childminder has to keep her knowledge up to date, which ensures that the practice is outstanding throughout. She is clearly dedicated and committed to supporting and progressing children's development and she ensures that the children are safe, healthy and inspired throughout their day. The childminder's home is very well organised allowing children to be active and independent learners. Children can choose what they want to play with from an extensive range of good quality toys and books which are readily accessible and include many positive images resources. Various posters, pictures and children's art work help to create a stimulating and child friendly environment in which children feel safe and confident. The childminder demonstrates a high level of ambition to provide excellent care for children. The childminder evaluates her practice accurately and precisely. She is forward thinking and dedicated to further extend her practice in all areas, to enable her to exceed the requirements and experiences for all children. For example, the childminder has completed a Level 3 diploma in childcare. She is skilful in the adaptation of her practice and uses rigorous monitoring, to ensure that continual reflection is used to implement any minor improvement. Documentation is to a high standard and all paperwork is methodically in place, this includes policies and procedures, risk assessments and contracts.

The childminder has highly positive relationships with all parents and carers. She has excellent partnerships with parents and people involved with the children, which enables all to be heavily involved in decision making and daily routines. Parents receive comprehensive detail of their children's day and progress, as the childminder provides highly inclusive systems of communication, including daily records, photographs and creative masterpieces of the children's work. The childminder has created an inclusive environment where children are treated with respect and kindness. Resources that reflect images of diversity are used skilfully to develop children's understanding of differences and similarities. They learn about their own and other people's cultures, beliefs and communities as the childminder plans meaningful activities in response to festivals and celebrations throughout the year. Children clearly benefit and thrive as a result of the setting

they are in.

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

Children are happy, settled and secure. They flourish in a welcoming environment which is calm, caring and stimulating. Children behave extremely well. They know what is expected through clear explanations and discussion. Children receive regular praise and encouragement for effort, achievement and kindness, which helps boost their self-esteem. For example, the childminder uses a 'shining stars, catch me being good' chart, where children are positively praised for being a good role model without being asked to do so. Children are confident in using language to express themselves. From a young age, children make their needs known and communicate their opinions, because the childminder responds positively to their attempts to talk. The childminder provides an environment in which creativity and originality is highly valued. Children have opportunities to express creativity and enjoy activities where they use paints, stamps, stickers and scissors. For example, as they make mothers day surprise presents. There are also a number of resources to promote imaginative play such as, play sets and figures, knights castles, transport vehicles and a play kitchen that encourage role play and imitation of home life. Exciting activities such as planting tomatoes, carrots and potatoes help children learn about growing and measurement terms and concepts and offer excellent opportunities to develop responsibility and learn how to care for things. Independence is promoted with children as they are encouraged to try and do things for themselves such as putting on their own coats and shoes to go into the garden as a result, children learn good self-care skills and confidence in their own abilities. The balanced curriculum and access to information technology help children develop important skills for their future economic well-being.

Children's days include a wide variety of outings where they meet people and explore their local area. Visits to farms and parks encourage children's curiosity in nature, animals and wildlife. The childminder has developed a clear understanding of the early learning goals and how to support children to make outstanding progress towards them. Written observations are clear and informative about children's achievements. Although, some systems to ensure that the childminder consistently promotes the next steps in individual children's progress through planning continue to be developed so that this can be embedded into her practice. Overall, planning is comprehensive and reflects the interests of the children.

The childminder interacts positively and sensitively with the children, which helps extend their vocabulary, encourages their individual personalities and develops their understanding of the world around them. Children have excellent opportunities to be healthy as the childminder provides plenty of resources to promote gross motor skills and fitness. For example, in the rear garden the children have a selection of wheeled toys, see-saws and space hoppers. Children learn to wash their hands at the appropriate times and why this is important, therefore developing important habits from an early age. Healthy eating is highly promoted with children, where they plant and grow their own fruits and vegetables

for their snacks and meals, learning which foods are good for the body. Children also have fresh drinks throughout the day which ensures they are nourished and hydrated. Children play in an exceptionally clean, secure and comfortable environment. They show an excellent understanding of how to safeguard themselves through clear role modelling used by the childminder.

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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