

Inspection report for early years provision

Unique reference number	EY357254
Inspection date	18/03/2011
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 two children aged five and nine years in Tiptree. 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 family has a pet dog and two pet cats.

The childminder is registered to care for a maximum of four 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 six 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. The childminder supports children with special educational needs and/or disabilities. She is a member of the National Childminding Association. She is an accredited childminder and provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's learning, development and welfare requirements are met to an exemplary standard. The childminder demonstrates superb knowledge of the children in her care and their individual personalities, likes and dislikes. She supports children's learning effectively providing them with an exciting range of stimulating and meaningful activities as well as enabling them to freely explore the resources available to them. The childminder has an excellent partnership with parents and actively involves them in their children's care and learning. She works well with a number of other agencies and is currently developing her systems for working in partnership with other early years provisions by evidencing the efficiency of this.

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 opportunities to work in partnership with other providers delivering the Early Years Foundation Stage to ensure progression and

continuity.

The effectiveness of leadership and management of the early years provision

The childminder's extensive procedures for safeguarding children ensures that they are well-protected at all times. She regularly updates her safeguarding knowledge to ensure that she is aware of any changes to local procedures. All adults living on the premises are vetted and proof of their clearance is held on file. The childminder monitors the visitors to her setting and ensures that children are always in her supervision or with another registered childminder. Rigorous and effective risk assessments for the home, garden and regular outings ensures that children play in a safe and secure environment at all times.

The childminder expertly reviews and evaluates every aspects of her provision through a wide range of tools. She is very aware of her strengths and efficiently addresses any areas she identifies as weaknesses or which could be further developed. She is an accredited childminder and has regular meetings with the development worker from the National Childminding Association, whereby aspects of her delivery of early years education are reviewed and evaluated. The childminder has very clear plans for the future which involve keeping fully abreast of any changes in childcare and developing her systems to meet the individual needs of every child she is caring for.

The childminder has recently converted her garage into a playroom. This provides excellent opportunities for children to freely self-select toys and play materials from the exciting range on offer to them. The room is bright and welcoming and furnished with comfortable, child-sized furniture and play equipment. The childminder superbly supports the children's play and learning throughout their time with her. She proficiently asks appropriate open-ended questions which enable children to be challenged and to think critically about what they are doing. The childminder demonstrates a firm commitment to updating her childcare knowledge through training and regularly meets with other professionals.

Parents play an extremely active role in their children's welfare and learning as the childminder provides them with extensive knowledge of their day. She shares her developmental records with them on a monthly basis and encourages parents to help to identify children's next steps in learning. Partnerships in the wider context are used effectively to enable the childminder to share relevant information and to meet the needs of all children in her care. At present, however, evidence of the effectiveness of this process is not well documented.

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

Children thoroughly enjoy their time with this childminder. They are excited about learning and chat constantly about the activities and play they are involved in.

Children have fun being creative as they make a sticking picture. They talk about the shapes they are using and what is going on in their picture. The childminder supports this discussion by encouraging them to use new words and to think imaginatively. They excitedly learn magic tricks as the childminder shows them a book of magic. This only works of course when the magic words are repeated, very loudly and enthusiastically. Children are provided with an excellent range of planned and free play opportunities. The activities on offer ensure that they make good progress across all six areas of learning and are expertly adapted by the childminder to meet each child's individual stages of development and interests. The childminder has recently implemented a very effective computer tracking system which clearly tracks children's progress and identifies their next steps in learning. The childminder uses this system effectively and plans individual activities in line with each child's needs.

Children are and feel very safe within the childminder's care as her robust safety procedures ensure that children are kept safe and learn about safe habits. They understand about safety indoors and outdoors as the childminder gently reminds them and they regularly practise walking carefully along the road and across roads. Children are extremely fit and healthy as the childminder has effective procedures in place for ensuring children receive good quality fresh air and exercise every day. Children make choices about playing in the childminder's garden and regularly visit local parks and playgrounds. In bad weather they make use of indoor play centres and toddler sessions for exercise. Children enjoy a very healthy and nutritious diet and make healthy choices over their drinks and snacks. They sit together to eat meals and to share this important time of the day. Children understand good hygiene habits, such as, handwashing at appropriate times as they follow the childminder's clear guidance.

Children's confidence is very actively promoted as the childminder encourages them to grow and develop into independent and strong children. They wander freely around the ground floor of the childminder's home and approach her with ease. Children part from their parents and carers enthusiastically and become quickly engaged in play. Children are very well behaved and understand the expectations of the childminder as she sets clear but simple boundaries for children to understand. The extensive range of activities offered to children enables them to develop superb skills for the future. They are extremely confident talkers who enjoy conversing with each other and with the childminder. They understand numbers and use counting and sorting activities in their everyday play. They have use of a wide range of toys and equipment which enables them to develop an understanding of technology and the childminder continuously adds to this range by using local toy libraries and sharing equipment with other professionals.

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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