

Inspection report for early years provision

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Inspection date	04/10/2010
Inspector	Lisa Paisley
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 2010. She lives with her family in a house in Rochford, Essex. All areas of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children in the early years age group at any one time and she is currently minding six children part time. The childminder also offers care to children aged over five years to 11 years. She walks or drives to local schools to take and collect children and the childminder takes children on regular outings to the local parks, childrens' centre and library. The family has no pets.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children in the early years age range are making outstanding progress as the childminder has an excellent understanding of the Early Years Foundation Stage and early child development. There is a strong emphasis on children's participation within the provision, ensuring all children's contributions and views are valued and respected. Partnership with both parents and others is outstanding as the childminder exceeds in her partnership role to promote both continuity of care and transitions. There is a very strong commitment towards continued professional development as the childminder clearly values training to improve practice and the quality of care for children.

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 further self-evaluation systems to ensure self-assessment is reflective and sustainable.

The effectiveness of leadership and management of the early years provision

All the required documentation is in place as records are comprehensive, clearly formatted and reviewed on a regular basis which ensures that policies reflect current practice. Children are exceptionally safeguarded as the childminder has extensive knowledge and understanding of her role in protecting children. She has attended current safeguarding training, continually updates herself on additional safeguarding literature and she delivers child protection training to volunteers working with children. The safeguarding policy is comprehensive and is shared with parents by the childminder, ensuring that they are fully informed of her role. Risk assessments are robust and comprehensive and they are reviewed regularly. Children of all abilities are encouraged to be involved in both risk assessments and fire evacuation procedures. Very good standards of cleanliness and effective safety measures are maintained throughout the play environment, both indoors and outside. The childminder is vigilant about the security of the children and monitoring of visitors to the premises, this includes the completion a visitors log. Risk assessment is undertaken for any outings and the childminder carries emergency contact details with her and has clear contingency arrangements.

Daily routines including the physical environment, resources and activities are exceptionally well-organised to meet children's individual needs, interests and capabilities. Consequently, children receive high standards of care, attention and support. Resources and play equipment are of a very high standard and are effectively maintained promoting both independence and choice. Equality and diversity is an integral part of the provision as the childminder has a very good understanding of equality issues and how to promote inclusion effectively within the environment. The childminder is committed to continued professional development as she has completed mandatory training and a number of short one-day training courses, for example, Learning Journeys. She is also completing Home Based Child Care Diploma Level 3. Since registration the childminder has successfully established very good working practices and implemented effective policies and procedures. Self-evaluation systems have been developed, however, further review is required to ensure that it is reflective and promotes continuous development.

The childminder has successfully established outstanding partnership work with parents and other agencies. Parents are fully informed about the childminder's role through the clear admissions procedure and the extensive communication systems for parents, for example, regular formal meetings with regards to children's developmental progress. Very good quality newsletters and information on the notice board ensures parents are continually updated. Parents are verbally complimentary as they feel that their children are provided with an extensive range of play activities, children are safe and happy, and they particularly value the newsletters and children's profiles. Partnership work with others who are delivering the Early Years Foundation Stage and other agencies, is very good as the childminder is proactive in her role to ensure children's individual needs continue to be met.

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

Planning, observation and assessment arrangements are outstanding as the childminder has worked hard to familiarise herself and successfully implement the learning and development requirements of the Early Years Foundation Stage. Planning arrangements are cyclical as written activity plans are based on children's interests and developmental progression which informs their profiles and future activity plans. Initial assessments on children are completed in partnership with parents, ensuring that a very good record is maintained on their starting points. Children's observation records and learning journeys provide a rich textual narrative of their progress and play and learning experiences, consequently they are making outstanding progress in their individual development given their starting points.

Children are very happy, settled and secure as the childminder effectively forms very good relationships with them and successfully creates an environment that children want to come to, ensuring they are valued and they feel safe while in her care. Young children settle quickly as the childminder provides individual attention, capturing their attention and successfully maintaining their interest, for example, role play. The childminder knows children's individual developmental milestones very well and closely supports them in their development, such as a young child learning to walk and providing resources that support their finer manipulative skills. Children play and learn in a language rich environment as there are excellent opportunities to use language through everyday experiences, for example, books and mark making activities. The very good selection of story and information books offers both instruction and delight for all children and they particularly enjoy the 'Swim little fish swim' story. Children have daily opportunities to learn about early mathematical concepts, for example, naming and matching shapes and counting objects during a sticking activity. Children are given the time and space to work independently, solve problems and learn about cause and effect through information technology equipment such as play mobile phones, cooker, keyboards and a tape measurer. Older children who attend the provision after school and during the school holidays have choices about their play. They particularly enjoy role play, devising their own dance routines and creative activities. Older children are also consulted on planned activities during the school holidays, for example, trips to Hadleigh Castle, Marsh Farm and Tropical Wings.

The indoor play environment is a child friendly area which is brightly decorated with letters, numbers and posters. The outdoor area also offers an exciting dimension for children's play. The lower level is for all year round use where children can splash in the paddle during the winter months. The higher level is a grassed area offering both soft play activities and opportunities to explore the natural world. Children enjoy planting sunflower seeds, de-heading plants and propagating snowdrops during the winter months. Children behave very well as the childminder has an exceptional understanding of how to positively manage their behaviour and there is a good focus on praise and encouragement to which children respond well. Children also individually devise and sign behaviour

agreements with the childminder. Consequently, a very secure positive play and learning environment has been developed. A very good selection of resources showing positive images of diversity is in use and children recognise a number of festivals including, Father's Day, Ramadan, Halloween, Raksha and Christmas. As a result, children become familiar with different cultures and traditions.

Children are encouraged at a very early age to learn about their own personal safety and healthy lifestyles, as daily routines and planned activities support children's awareness of safety and well-being. For example, twice daily 'tidy up manager' tasks encourage children to tidy away their toys. Very good emergency evacuation procedures are practised and a regular safety talk on outings is included as part of the risk assessment. The childminder has attended first aid training and she knows what to do in the event of an accident or when a child is unwell. Children are provided with a very good range of meals and snacks and the 'credit card sticker' system encourages children to try out new foods. Meal times are a relaxed and sociable occasion for all children where manners and politeness are encouraged. The childminder is extremely knowledgeable about individual children's dietary and medical needs as she works in partnership with the parents and gathers all required information before children start at the setting. Therefore children's health and well-being is extensively supported.

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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