

Inspection report for early years provision

Unique reference number	EY267141
Inspection date	08/03/2011
Inspector	Lesley Bott

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.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and one child aged 16 in Rochford. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has four pet cats, one tortoise, one hamster, tropical fish and a bearded dragon.

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. There are currently eight 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 to 11 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 and children who speak English as an additional language. She is a member of the National Childminding Association.

The childminder 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 are able to thrive in the care of this enthusiastic childminder extremely well as they fully enjoy their time in the child-centred environment where they are safe, secure and happy. They all make excellent progress in their learning and development as the childminder has a secure understanding of how to plan rich and varied play experiences for the children in the Early Years Foundation Stage. Children's individual needs are known and addressed by the childminder as she values their uniqueness. There is a very strong commitment to ongoing improvement as the childminder attends regular training and is developing the use of her self-evaluation to identify further improvements across all areas of 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:

- reviewing the storage of hazards to improve children's safety at all times.

The effectiveness of leadership and management of the early years provision

Children are fully protected as the childminder and her assistants are well aware of their role and responsibilities in safeguarding children. All have undertaken a

safeguarding training course. Well written policies and procedures are in place which accurately reflect the process in place should she have any concerns over a child in her care. Children are further safeguarded as the childminder ensures that all persons in the household are vetted, including both the assistants that she works. Written risk assessments are in place and extremely detailed covering everything with which a child may come into contact with. These are reviewed on a regular basis to ensure that they are appropriate to the age and development of the children attending. The childminder works with the children to constantly practice road safety skills, 'stranger danger' and how to use equipment safely.

Children thrive in a home that offers them the opportunity to explore and develop. Children's safety is very effectively considered in all areas, however, currently children have access to hazards within the garden. This could potentially impact on their safety. The environment that the childminder has created is conducive to learning. The children are able to work independently according to the age and stage of development within the dedicated playroom. As a result of this, outcomes for children's learning and development is exceptionally high. Strong links are in place with the local pre-school and primary school. The childminder joins in with their trips out and sports day as well as sharing information and strategies. She links in with the network coordinator, specialist nurses and speech therapist to ensure that children's complex needs are met. Parents have regular access to their child's learning folder and they are kept up-to-date with children's achievements within the Early Years Foundation Stage. Parents' comments and views about the provision are sought through regular questionnaires to ensure that the childminder is able to identify and address any areas for improvement.

Children make excellent progress as the childminder is full of enthusiasm for her role with the children, and works hard to meet the individual needs for all. The childminder's management of children's behaviour is outstanding. Children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others. They respond to the expectations of the childminder for good behaviour as she is calm and uses her 'indoor' voice with the children. The childminder is exceptionally well organised, very experienced, highly motivated and totally committed to providing a high level of care and education to ensure the best possible outcomes for children. She regularly attends training to update her knowledge and expertise and to enhance her excellent practice. Children benefit from the childminder's knowledge of Makaton, which they in turn are now learning.

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

Children are able to make outstanding progress towards the early learning goals due to the childminder's excellent understanding of how young children develop. She provides them with exciting and varied play opportunities that support them extremely well as they take their next steps in learning. The systems in place to monitor and track each child have a flexible approach to each child's learning and the planning is adapted to embrace the changes. From regular training and developing herself, the childminder is highly skilled in recognising how children

learn across all aspects.

Children are able to explore the exciting environment provided by the childminder, they in turn become dynamic active learners. Activities are already out when the children arrive which are appropriate to their age and development. There is always an art activity set out on the easel for the children to access. Children have ample interesting and relevant opportunities to learn about other cultures. They celebrate festivals such as Jewish New Year and join in with raising funds for Red Nose Day. Opportunities for children to recognise numbers, count and recognise sequences are noted in everyday activities. The childminder skilfully refers to numbers with one child as they talk about a game, 'Can you connect three pieces together, but using different colours?'

Children are able to develop a healthy lifestyle as they have regular opportunities to be active indoors and outside, accessing local facilities, such as, toddler groups and the library. The younger children enjoy trips to the local park to feed the ducks. Children's imaginations develop as they create musical instruments using junk modelling. They particularly like the rain makers, and decorated these brightly before making their music. Younger children were very excited as the music mats came out, getting ready and dancing before they were put on the floor. They are inspired to move with control and coordination and to begin to develop an awareness of space as they squeal in delight making the various notes and tunes while they dance on the mat.

Numbers and problem solving is turned into fun as all the children thread different shapes and colours. The childminder extends older children's learning as she encourages them to make a sequence pattern with the shapes.

The risk of the spread of infection is significantly reduced as the children follow well-practised routines for hand washing and toileting. They are able to access the low level wash basin and toilet themselves. Posters and pictures in the bathroom remind the children of the routine. Social skills and good manners are promoted with gentle reminders from the childminder and posters on behaviour, and in return children's behaviour is exemplary as they become aware of the differing needs of others as well as their own needs. Children are seen as very important people by the childminder as they continuously develop the skills needed for the future, through all the activities offered.

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met