

Inspection report for early years provision

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Inspection date	14/03/2012
Inspector	Anahita Aderianwalla
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 1982. She lives in Crownhill, Milton Keynes, Buckinghamshire. Childminding activities are mainly contained to the ground floor of the property and there are arrangements for babies to sleep on the first floor. There is an enclosed garden available for outside play. The childminder may care for no more than six children under eight years, of whom three may be in the early years age group. Currently, she is caring for four children in the early years age range. She is registered on the compulsory and voluntary parts of the Childcare Register and the Early Years Register. She delivers and collects children from local pre-schools and schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, children make excellent progress in their learning and development because the childminder has a strong drive to provide very high quality care and learning experiences. Daily routines, record-keeping systems and planning are extremely effective and are organised to allow all children to be fully included and meet their individual needs. Excellent partnerships with parents and others involved in children's care and learning leads to a cohesive and consistent approach. Through continued training and rigorous self-evaluation systems to monitor the provision, the childminder continually strives to enhance outcomes for children. She has an excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- organising resources to include more investigative tools in daily play.

The effectiveness of leadership and management of the early years provision

The childminder gives the highest priority to safeguarding. She has an excellent understanding of child protection issues, which helps her to protect children from unsuitable people and dangerous situations. She has attended training and has developed a written child protection policy that is shared with parents from the outset. She carries out very thorough risk assessments to prevent accidents. Meticulous records are very well organised and effectively support children's health and welfare.

Overall, children's play opportunities are maximised through the highly effective organisation of space, time and resources. Children use an extensive range of stimulating resources, most of which are easily accessible. The childminder's eagerness to attend training has a significant impact on the exceptional quality of care provided. She is currently undertaking an early years degree. She is enthusiastic and passionate about driving forward with improvements to ensure better outcomes for children. For example, following recent training she immediately developed laminated cards with pictures and words in different languages to support children who speak English as an additional language. The childminder takes highly effective steps to include the cultures and religions of all families and to involve all children in different festivals. The childminder has completed a detailed self-evaluation form, which has helped her to focus on the service she offers. She complements this by engaging parents and children and continually involving them in all aspects of the provision.

Partnerships with parents and carers are outstanding. The childminder has excellent systems in place to share information about children's progress and routines. She seeks comprehensive information about children's interests, routines and starting points that enable her to meet their needs and promote consistent care extremely well. Parents are given very good quality written information when their children start which clearly explains the childminder's role and responsibilities. Thereafter, they are kept extremely well informed of their children's progress and experiences through daily discussion, daily diaries, and a detailed notice board for parents. The childminder regularly provides parents and carers with children's learning journeys, which include the observations made on their children, and photos that clearly show their progress. Partnership with other professionals is excellent. For example, the childminder has established a close relationship with the local nursery. She often continues activities from the nursery for the children who attend, which promotes an integrated approach to their learning and development.

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

The childminder has an excellent understanding of how children learn and develop. Her comprehensive knowledge of individual children fosters a firm feeling of trust and security. The childminder's highly perceptive observations and assessments of the children enable her to plan a rich and exciting curriculum that takes into account children's individual starting points, abilities and interests. Her planning covers all areas of learning and includes an excellent mix of indoor, outdoor and child-initiated play. The childminder recognises that children learn best when they are having fun and are interested in the activities and resources that are provided for them.

The childminder values every child and family. She creates albums of photographs of their families to encourage children to talk about the important people in their lives. The children develop excellent communication, language and literacy skills. The childminder builds on their fascination with writing by providing them with

meaningful opportunities to practise their mark making skills. Children love to read and are enthralled as they look through very good quality books at the childminder's house and at the local library. Regular outings familiarise the children with the local community and help them to develop important social skills. They consolidate existing friendships and make new ones when they visit toddler groups, farms, the library and local shops.

Children are extremely happy, settled, and clearly very much at home in the childminder's care. They demonstrate excellent levels of confidence and self-esteem. They are developing outstanding skills for the future. They count very confidently and are able to understand simple concepts, such as different sizes. For example, when playing with different sized coloured bears, they can sort them in order of size. The childminder skilfully uses the story of Goldilocks and the three bears to help children grasp the concept of 'medium'. Children can add and take away bears with confidence and receive lots of praise for their achievements. Children relish using electronic toys and other interactive resources. They use toy phones and babies explore interactive toys that allow them to push buttons that light up and make sounds. Older children practice typing their names and playing simple mathematical games. However, resources for further investigation and exploration are not fully accessible to children in daily play.

Children are learning highly effectively about keeping safe. Road safety is promoted extremely well on outings and during outdoor play and children have a very good awareness of it from an early age. They understand they need to 'hold hands, mind the cars, stop and look' when they are near the road. Children are highly independent in the childminder's home as they select toys and resources from low-level storage and learn to tidy up after they play with them.

Children relish regular outings to the woods and park, which keep them alert and refreshed. They thoroughly enjoy extremely exciting outdoor experiences. For example, they visit local farms and feed the ducks, visit the woods and look at woodcarvings and go to exhibitions that introduce them to sculptures. They enjoy energetic activities like playing on large apparatus in the park, which promotes their physical development. They then return to have appetising meals and snacks.

Children's behaviour is excellent. They learn compassion and consideration through the sensitive guidance they receive from the childminder. They celebrate festivals from around the world and see positive images of diversity in the wealth of readily available resources that they use every day. These help them to learn to respect and value other people and other ways of life. Relationships are excellent and, as a result, children are happy and secure.

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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