

Inspection report for early years provision

Unique reference number	EY221950
Inspection date	13/10/2011
Inspector	Anne Sheldon
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 registered in 2002. She lives with her husband and three children aged three, eight and ten years. They live in Tring, Hertfordshire, close to schools, parks and rural areas. The ground floor of the premises are used for childminding. There is a secure garden for outside play. The family have a pet cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children, under eight, at any one time. She is currently minding nine children, all of whom attend part time. Four are in the early years age range and five are over the age of eight years.

The childminder uses her car to take the children on outings and to parent and toddler groups. She walks to local schools. Partnership arrangements are in place with the local children's centre and a local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are safe and secure at all times and achieve to excellent levels in their learning and development due to the childminder's purposeful attentiveness. She is extremely professional and passionate about the children in her care. Children are valued as individuals and their needs are given high priority in daily planning. Children generally have good opportunities to learn about the world about them and diversity. Partnerships with parents and carers are exceptional with parents feeling involved and informed about all aspects of their children's care. Fruitful relationships with local schools and childcare providers ensure the purposeful sharing of information about children's progress. There is an ethos of reflective practice and the childminder's drive to continually improve practice ensures that providing for the best possible outcomes for children is always at the forefront of what she does.

What steps need to be taken to improve provision further?

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

- improve children's opportunities to develop positive attitudes to diversity with respect to different cultures.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive knowledge of safeguarding procedures and local Safeguarding Board requirements and as a result she is confident in the

implementation of her procedures. Information is shared with parents so they are fully aware of the processes. Detailed risk assessments are carried out on the home environment and they cover all outings and are reviewed frequently. Regular checks of the environment are followed with corrective action ensuring that any hazards identified are dealt with efficiently. The childminder is aware of and attentive to the children throughout the day and gives high priority to children's safety. Consequently, children can move about the environment safely. Her first aid box contains all the appropriate equipment for dealing with emergencies but some items are out-of-date.

The childminder has an excellent knowledge of childcare practice and expectations of the Early Years Foundation Stage, which she uses confidently and professionally to support children in achieving their next steps. She constantly updates her knowledge through reading childcare journals and attending appropriate training. In addition, she receives support from a mentor childminder. The child oriented environment is spotless, well organised and very spacious. Children are engaged in helping to make the environment safe. For example, in the garden the children talk about and wipe water off equipment so it is safe to play. They are free to move safely around the ground floor of the house making choices and developing their independence. The childminder moves with them ensuring they are supervised at all times. An extensive range of age-appropriate toys and equipment in mint condition are available, supporting learning across all six areas of learning.

The childminder is motivated to continue to improve her practice in order to provide the best possible outcomes for children. Older children are actively involved in the childminder's evaluation of her provision. Children draw and give written feedback on what they like and what needs improvement and their suggestions are implemented. Parents' views are also sought regularly and their comments are key to identifying areas for improvement. The childminder is constantly thinking about ways to improve her service and meet the needs of all of her families. She has addressed all the recommendations from the previous inspection.

Partnership with parents and other local childcare providers is exceptional. Parents are kept extremely well informed of their children's progress. Detailed pertinent information is shared in daily diaries and parents are encouraged to add to these with information about weekend activities to ensure synergy between the two environments. Photographs and video clips of significant events are shared at the end of the day, so parents feel they really know what their children have been doing. Parents comment that, 'she is professional, caring, encouraging and natural around children' and that they would 'recommend her as a first class childminder.' Observations covering all six areas of learning are shared with other settings children attend and supplemented with daily verbal updates to support children's learning and development. Partnership with other settings children attend is exemplary. Informative observations covering all six learning areas are shared and supplanted by daily verbal feedback to ensure progression.

The childminder's practice is inclusive. The individual needs of all the children are taken into account ensuring that all children are progressing exceptionally well. However, a limited range of festivals are celebrated through the year. Exciting

trips and outings locally support children's learning about the world around them.

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

Children are extremely confident, relaxed and very happy in the safe and welcoming bright and airy environment of the childminder's home. All of the children thrive in the supportive atmosphere. They engage in animated, purposeful play displaying a sense of really knowing and trusting the rhythm and routine of the day. Behaviour is exceptional. Children are given very clear explanations and are encouraged to use good manners and as a result children are very polite. The inspector was thanked for coming at the end of the visit by a child, for example. Praise is given for achievement and children bask in their success. They are learning to respect and listen to one another developing skills for future economic well-being.

Children are offered nutritious, balanced snacks and meals and fresh water and juice are also available throughout the day to hydrate the children. They have stimulating opportunities to grow vegetables such as tomatoes. They pick and eat them, developing an understanding of sustainability. Personal hygiene is given high priority and children know not to eat food that has fallen on the floor and to wash their hands before meals. They talk knowingly about washing germs away and sing a song about this whilst hand washing. Children have exceptional opportunities for plentiful fresh air and exercise in the outdoor play area which is well equipped to meet the needs of the wide age range of the children who attend. They relish the opportunity to play outdoors and enjoy daily walks as well as regular outings. Children's physical development is outstanding for their age.

The childminder is committed to providing the highest quality care. She has high expectations of the children she cares for and they respond positively. They are interested in and excited about learning. The balance between adult and child-led activity supports the development of independence and fosters learning and development. The childminder uses her wide ranging knowledge of childcare to carry out daily observations of children, noting progress and planning for their next steps in learning linked to the learning goals. As a result, they are making excellent progress from their starting points in all six learning areas. Children's love of books is exceptionally well fostered through wonderful, cosy story reading sessions, which include acting out of parts. Interesting conversations about a wide range of topics throughout the day builds vocabulary. For example, children love looking at and talking about photographs of visits and trips they have made and activities they have carried out through the year, deepening their understanding of the world around them. Problem solving, reasoning and numeracy is given strong consideration. Every opportunity to count during the routine of the day is maximised and older children understand one-to-one correspondence, which is well demonstrated in their play when they divide a cake.

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	2
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	2
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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