

Inspection report for early years provision

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Inspection date	17/10/2011
Inspector	Tracy Bartholomew
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 has been registered since 2003. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time when working alone, three of whom may be in the early years age group. When working with her husband, who is her assistant, she is registered to care for eight children under eight years. Of these, six children may be within the early years aged range. She is currently caring for a total of 10 children, and of these, five are within the early years age range. All children attend on a part-time basis. The childminder lives with her husband and two school-age children in Wooburn Green, High Wycombe, Buckinghamshire. The downstairs areas are mainly used for childminding with access to the first floor for sleeping and additional toilet facilities. There is an enclosed garden for outdoor play. The family has three pet dogs.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development due to the support of this experienced and highly motivated childminder. Safeguarding procedures are highly robust and children's welfare needs are met to an exceptionally high level. Excellent partnership working clearly promotes children's individual needs. Parents are extremely well involved in their children's learning and development overall. The childminder rigorously reflects on her practice and demonstrates an excellent ability to maintain ongoing 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:

- exploring additional ways in which parents can contribute to their child's observational assessments.

The effectiveness of leadership and management of the early years provision

The childminder has taken all steps to ensure that safeguarding is exemplary. Safeguarding and ensuring children's safety underpins all aspects of this childminders day-to-day routine. The childminder has a comprehensive awareness of child protection and has recently updated her training to underpin her high quality knowledge. Risk assessments are methodical and cover all areas of the

home, garden and outings to fully promote children's safety.

Children benefit immensely from the childminders individual planning. This supported with the wide range of high quality resources enables the children to successfully progress and develop within their learning. The childminder has a wealth of resources, which promote learning opportunities throughout the day. Equality and diversity issues are promoted exceptionally well. The childminder provides a wealth of toys, resources and experiences that clearly develop children's awareness of diversity. She is highly effective at ensuring that all children are well integrated and make excellent progress. She has an exceptional understanding of each child's home background and needs. As a result, children's unique needs are promoted extremely well.

The childminder is committed to working in partnerships with other professionals involved in the care of the children. She has built excellent relationships, which enables her to promote and maintain an inclusive environment and continued learning. The childminder has exceptional relationships with all parents. An excellent two-way flow of communication is promoted and parents are continually kept up-to-date with daily practice. Parents value the commitment of the childminder and value the stimulating toys and activities provided for their children. They contribute to their children's learning, although they are currently not as fully involved in children's observational assessments.

Self-evaluation procedures are excellent and include the views of parents and children. The childminder is proactive and forward thinking and reflects thoroughly and creatively on her practice. She is clearly aware of her strengths and what she can do to further enhance high quality outcomes for children. For example, she keeps exemplary records and documentation to aid her practice and is dedicated to attending regular training. She has recently completed a National Vocational Qualification (NVQ) to level 3 to enhance her practice. She has also completed a basic food hygiene award and training courses for safeguarding children, planning, observations and risk assessment. As a result, her excellent commitment to ongoing improvement, clearly benefits all children in her care.

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

Children are extremely happy and eager to be with the childminder. They make significant gains in their learning and benefit immensely from consistent care. Children have formed successful relationships with their peers and the childminder. They approach her readily for her adaptable skills in enhancing their play and snuggle up next to her for story time. The childminder is actively engaged in all aspects of the children's play. For example, she is resourceful and creative with them as they act out their favourite stories. The childminder provides the children with a wide range of interesting activities and experiences, both inside and outside her home. The children enjoy visiting animal rescue centres, which enables them to learn about wildlife and develop an awareness of caring for living things. For example, they learn what foxes look like and learn how a sick hedgehog can get

better. Purposeful activities are planned for and incorporated into everyday practice. Children learn the fundamental aspects of diversity and engage in a good range of activities and experiences, such as making fun creations for Diwali. Regular visits to musical toddlers groups and the library help children to develop confident social skills with other adults and peers.

Resources and activities clearly cover the six areas of learning and are readily accessible to all children. The childminder is exceptionally good at developing children's vocabulary and communication skills. She repeats key words clearly to children and uses exceptional amounts of praise to reward the child's efforts. Younger children are distinguishing their sound patterns exceptionally well and learning the names of shapes through everyday activities. For example, they choose which shapes they want their toast cut into for lunch. Imaginative activities such as cooking and playing with toy vehicles develop children's problem solving skills as they experiment with shape, space and measures. The excellent range of experiences available helps children to develop many skills for their future learning. Children progress is very well promoted and recorded. The childminder uses her extensive knowledge and understanding of the children to promote their individual learning needs. Children's records of progress are extensive and contain detailed observations, which meticulously identify children's next steps in learning.

Children demonstrate a strong sense of security and feel safe within the setting. They show an excellent understanding of the expected standard of behaviour and apply this in order to keep themselves and others safe. Children have open discussions on safety, including being careful around hot food. They behave sensibly, as they help to prepare their meals and display an excellent awareness of safety issues through their play.

Children gain an excellent understanding of healthy lifestyles. They play in an extremely clean, secure and comfortable homely environment. First hand experiences help children understand the importance of good personal hygiene routines. They sing a hand washing song before meal times as they wash their hands and help to wash the table to remove any germs. Highly effective role-play opportunities help children to learn about healthy eating and children are actively involved in preparing their own meals. As a result, they develop an excellent understanding of keeping healthy. A wide range of outings helps to promote children's good health and physical development.

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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