

Inspection report for early years provision

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Inspection date	27/03/2012
Inspector	Ann Cozzi
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 2006. She lives with her husband and two children aged three and seven years in Bishop's Stortford, Hertfordshire. The whole premises are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding three children in the early years age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has two pet cats.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an extremely well-developed knowledge of each child's needs, enabling her to promote their welfare and learning to a high level. Children are very safe and secure within this caring environment and have lots of opportunities to learn about the local area and wider world around them. Overall the childminder has good systems in place to liaise with other providers of care and education. Partnerships with parents are excellent and are significant in making sure that the needs of all children are met, along with any additional support needs. This ensures that children make exceptional progress, given their age, ability and starting points. The childminder undertakes rigorous self-evaluation of her childminding service and clearly identifies and prioritises areas for development. This enables her to maintain continuous improvement and respond particularly well to all users' needs.

What steps need to be taken to improve provision further?

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

- developing further opportunities for exchanging information with other providers of care and education in regard to children's learning.

The effectiveness of leadership and management of the early years provision

The childminder has a very comprehensive awareness of how to protect children in her care. She ensures that she undertakes regular training on safeguarding and has in place an extremely wide range of policies and procedures which she

implements consistently and robustly. This means that any concerns which arise are prioritised and dealt with effectively. The childminder has a valid paediatric first aid certificate as required. This ensures that children receive appropriate care in the event of an accident. The childminder undertakes thorough risk assessments of her home and outings, minimising potential risks to children.

Furniture, equipment and resources are of a high quality and are used extremely well to support children's learning and development. The childminder organises her time very effectively and ensures that children are provided with an environment which is very conducive to learning. Children clearly benefit and thrive as a result of the setting they are in. The childminder is taking well-considered steps to ensure resources and the environment are fully sustainable, for example, encouraging children to recycle household packaging.

The childminder consistently promotes equality of opportunity, ensuring it is at the heart of all her work. She is highly successful in taking steps to close identified gaps in children's learning. As a consequence they enjoy extremely positive experiences with regard to learning. The childminder demonstrates an exceptional awareness of each child's backgrounds and needs. She updates her own skills and knowledge on a regular basis which means that she effectively helps children to learn about and understand the world in which they live.

The childminder has worked extremely hard with parents to develop positive, highly inclusive relationships. For example, they are actively encouraged to be involved in decision-making on important matters affecting her childminding service, including reflective practice. The childminder listens carefully to children, ensuring that they are extremely involved in evaluation of the setting by contributing their own important views and opinions. These are then acted upon by the childminder to enhance the provision and improve outcomes for children. Parents are very well informed about all aspects of their children's achievement, well-being and development. While the childminder has a good relationship with other providers of care and education that children attend, this does not always fully promote the exchange of information regarding children's learning.

Monitoring and evaluation are robust, which contributes to maintaining and improving the childminder's effectiveness. Actions taken by her are very well targeted and have had an outstanding impact on bringing about sustained improvement to the early years provision. The childminder has undertaken a wide range of training opportunities since her last inspection, clearly improving outcomes for children in her care.

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

Assessment is achieved through high quality observations. The information gained is used very effectively by the childminder to guide flexible planning, which is exceptionally responsive to children's individual needs. The excellent organisation of the educational programme ensures an extensive range of experiences are offered that meet the needs of all children extremely well. The childminder's

teaching approach is embedded in her outstanding knowledge of the learning and development requirements and her clear understanding of how young children learn through play. As a result, children's progress is exceptional.

Children are extremely enthusiastic and make considerable gains in their learning. They demonstrate outstanding progress in developing the skills that will help them in the future. This is demonstrated through the active role they adopt towards their own learning, confidently contributing their ideas during play. For example, they request chalks to show the childminder how they can write their name and tell her the sounds of a variety of letters. Children are exceedingly confident communicators and remember and talk freely about significant events from their own experiences. They demonstrate extremely good social skills, for example, interacting with their peers and the childminder, negotiating plans during activities and taking turns during games. They match mini-beast figures with corresponding pictures and mimic the sound they make, such as 'bzzzzzz' for 'busy bee'. Children learn to use their own initiative and develop superb skills in working alongside their peers. They are supported exceptionally well by the childminder to develop and extend their use of language and learning linked to problem solving, reasoning and numeracy. She encourages them to differentiate between big and small as they estimate if their mini-beast model will fit into a container. They are fully equipped with the essential skills they can use to expand their learning, For example, children show superb levels of concentration while having lots of fun using interactive computer programs.

Children are extremely happy as they move freely between the indoors and garden, self-selecting from a wide variety of toys and activities. This clearly shows that they are developing positive attitudes to learning. Children's understanding of the wider world is demonstrated through their play as they use their imagination to create real or imagined experiences, such as driving to the shops in a sit-and-ride car. Incidental learning opportunities are used extremely well to develop children's understanding about how to keep themselves safe. As they ride around in their cars the childminder uses coloured plastic plates to simulate traffic lights, supporting children's understanding of when to stop, wait and then go when it is safe. Children show a mature attitude towards taking responsibility for their own and other's safety. They competently use a range of tools and equipment within the setting.

Children demonstrate an excellent understanding of the importance of following good personal hygiene routines. They are fully involved in learning about healthy eating and are able to make healthy choices at snack and meal times. Children fully participate in a wide range of energetic physical activities, both indoor and out, and develop a secure understanding about the importance of exercise as part of maintaining a healthy lifestyle. They have lots of opportunities to learn about the local and wider world as they regularly go out with the childminder, for example, to toddler groups in order to promote their social skills. Children show a strong sense of security, demonstrating that they feel safe in the childminder's home. Their standards of behaviour are impeccable; they clearly know how to behave and demonstrate a respect for others.

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	2
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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