

Inspection report for early years provision

Unique reference number	EY365308
Inspection date	14/03/2011
Inspector	Anne Schurek
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and two children aged 10 and 12 years in Deanshanger, Buckinghamshire. The whole of the ground floor and two bedrooms of the property are used for childminding and there is a fully enclosed garden available for outside play. There are no access issues. The family have a rabbit.

The childminder is registered to care for a maximum of six minded children under the age of eight years at any one time. Of these, three children may be in the early years age group. She is currently caring for five children in the early years age range, all of whom attend on a part-time basis. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder supports children with learning difficulties and/or disabilities. The childminder has a National Vocational Qualification level 3 in Children's Care, Learning and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in an excellent learning environment, where they are safe, happy and secure. The childminder offers an inclusive, stimulating early years provision, where each child's individuality is recognised and their individual needs are successfully met. The children progress extremely well because they are continually engaged in a wide range of self-chosen and adult-led activities. These activities are interesting and exciting, offer challenge and help to promote their learning. The childminder's motivation and commitment allows her to successfully evaluate her practice on an ongoing basis in order to make continuous improvements to outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop self-evaluation procedures to ensure that strengths and areas for improvement promote quality outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded, with high-quality, robust policies and procedures that are shared with parents. The childminder has an excellent understanding of her role and responsibilities with regard to safeguarding children's welfare and supporting children involved in any safeguarding issues. High-quality risk assessments and daily safety checks ensure that both the indoor

and outdoor play areas are safe and the risks to children are minimised. All adults within the household are suitably vetted to further secure children's welfare. The childminder effectively ensures that all essential information, including the policies and procedures which underpin the successful management of her setting, are shared with the parents. She is exceptionally diligent in ensuring all the required documentation is in place. These documents are comprehensive and very well maintained.

Children's progress is carefully monitored to ensure all children move forward from their starting points. The childminder routinely supports every child to ensure their individual needs are met and that no child is disadvantaged. The childminder places a strong emphasis on developing close working relationships with parents and carers. Daily discussions encourage a good flow of information between parents and the childminder. Children's learning journeys are shared with parents so they can share their children's achievements and progress and add any comments and information of their own. The childminder regularly meets or writes to parents to discuss their children's progress enabling them to work together to identify areas where children may need more challenge or additional support. Over time the childminder has developed close links with the pre-school and lower school settings that she collects children from and will bring her own practice in line to ensure that children's experiences are consistent. For example, when introducing older children to letters and sounds she will use the same system as the pre-school and school to reinforce their learning. The childminder has made close links to other childminders in the area and they meet regularly at a childminding group where children have opportunities to participate in a variety of activities and meet their peers socially.

Equality and diversity is actively promoted. The childminder teaches children to embrace other cultures, to respect and value them. She helps children to gain an appreciation of different cultures by looking at the world in which they live through positive resources such as books of different countries, dolls and posters and visits to places such as the local Mosque. Children are treated with equal concern and the uniqueness of each child is valued and respected.

The childminder regularly reflects on her practice and evaluates how she can continue to provide enjoyable learning experiences for the children in her care. All the parents are fully aware of the complaints procedure. The childminder's aim is to continue to provide an outstanding setting where the children are happy and contented and confidently learning through play.

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

Children play and relax within a vibrant, stimulating child-centred environment. Informative noticeboards, photographs of the children engaged in activities and examples of the children's artwork help to create a welcoming atmosphere for children and their parents. The children are independent and demonstrate very good self-esteem. They confidently make choices as they help themselves to a wide range of exciting resources that are attractively displayed at children's height

to enable self-exploration. The children have an extremely good relationship, both with the childminder and their peers. They play cooperatively together, and are able to share resources, such as play dough and puzzles. The children take part in an excellent balance of activities, both indoors and outdoors, that are exciting, age appropriate and help to promote their learning. For example, visits to Woburn safari park and Mead Open Farm. The childminder is providing a stimulating and interesting provision that has a positive impact on the experiences for the children.

The childminder spends a great deal of time involved in the children's play. She knows the children extremely well and is skilled at constantly observing and assessing them at play so that activities can be challenging and encourage children's next steps in learning. The large range of toys and resources are rotated regularly to support children to develop new skills and become more independent. Children learn across several areas of learning as they take part in an activity, for example, when baking. Children count out spoonfuls of ingredients using scales, mix the ingredients and recognise the measurements they need and talk about what they see, smell and taste. Regular visits to local childminding groups provide opportunities to develop their social skills and improve their concentration as they join in with group activities and play with children of similar ages. Children particularly enjoy looking at books and having stories read to them by the childminder. She uses these opportunities to extend children's vocabulary asking them questions and introducing new words. Spontaneous events such as playing in the snow allow children to explore their environment, experience how it feels to move around in and use words that describe how it looks and feels.

Children play in an environment that is rich in signs, symbols, pictures, books, music and songs. She undertakes regular, dated written observations of the children, which she uses to assess their differing stages of development and to plan the next steps in their learning. She maintains learning journey scrapbooks for each child, which include assessments of children's progress, planned activities to promote their future learning and carefully selected photographs that support her assessment judgements. She is able to identify effectively any gaps in the children's learning and development.

Children benefit from healthy lunches provided by their parents. Packed lunches are stored hygienically and, when needed, supplemented with fruit by the childminder. The childminder helps children develop self-awareness and healthy body's awareness. For example, they know when they require a drink. The childminder has a clear understanding of children's allergies and has clear procedures in place to meet their dietary needs and parental wishes. Children are encouraged to learn about healthy lifestyles. They enjoy regular outdoor exercise and outings, such as walks and playing in the local park. The childminder ensures that children's personal hygiene is well promoted. Her home is clean and well maintained. Children are encouraged to wash their hands when required. They have individual flannels to prevent them from the risk of cross-infection.

The homely environment is safe and secure for children as the childminder is aware of her responsibility in promoting a safe environment and promoting children's understanding of keeping themselves safe, for example, ensuring children can take safe risks, explaining to them what they can or cannot do. She

talks to them about crossing the road safely and not approaching people outside of the home. Children regularly participate in fire evacuation drills from which they learn to leave the premise quickly and safely. The childminder has introduced some excellent strategies to support positive behaviour. Simple house rules offer consistent boundaries to support children as they begin to take care of each other, the toys and resources and the childminder's home. Children are very well behaved and benefit from much praise and encouragement from the childminder. They are reminded how to be kind and respectful of each other, share and take turns which further develops their understanding.

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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