

Inspection report for early years provision

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Inspection date	07/09/2011
Inspector	Susan Marriott
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 2010 and holds a relevant childcare qualification. She lives with her husband and child aged two years in a house in Brackley. The childminder uses the ground floor of the property for childminding activities, along with an upstairs bedroom for sleeping and the bathroom. The childminder takes children to local parks for outdoor play while the garden is being landscaped. The family has a pet rabbit.

The childminder is registered to care for a maximum of five 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 two children in the early years age group, one on a full-time basis and one on a part-time basis. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is also registered to offer overnight care for one child. 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.

This qualified childminder has successfully established an exceptionally high quality of care and education for children in this welcoming and caring family home setting. This is a well-organised domestic environment that truly recognises children's uniqueness and individuality, promoting their rapid progress towards the early learning goals. The childminder meets the diverse needs of children and ensures that they are able to participate in all activities in a fully inclusive way. Through her lively commitment, dedication and rigorous reflective practice, she demonstrates an outstanding ability to identify areas for development, enabling the continuous enhancement of daily care and learning experiences 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:

- enhancing the steps taken to prevent the spread of infection when children are washing their hands.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a highly professional and committed approach to her role and has enthusiastically embraced the essence of the Early Years Foundation Stage. The childminder makes excellent use of her skills gained from her wealth of experience of working in various childcare environments to offer an excellent standard of care and education to the children. Children feel secure and

settled within this extremely well-organised environment, supported by extremely detailed documentation. The childminder demonstrates a robust understanding of the procedures regarding the safeguarding of children and a very high level of commitment to promoting their safety. All relevant members of the household have been checked by the Criminal Records Bureau and deemed suitable to be in regular contact with children. There is a very clear complaints procedure and extensive risk assessment which is carefully recorded, consistently monitored and regularly reviewed. Domestic safety measures are in place and fire evacuation plans are practised regularly with the children. Consequently, dangers are substantially minimised and children's safety is fully secured.

The childminder demonstrates an infectious enthusiasm for her work and is highly motivated to make changes that drive improvement and improve the outcomes for children. A key strength is her outstanding ability to identify areas for development within her service and implement these in practice. For example, her 'ideas, wishes and dreams' board involves recording her ideas onto sticky notes. These are stuck to her Early Years Foundation Stage poster where they can be shared with parents and subsequently included in her 'long term action plan'. The action plan sets out her targets and helps her to monitor progress. Activities are consistently evaluated and reviewed, and the views of parents and children are actively sought and valued. A large poster shares her plans for the outside area, which is under development. The plan shows the intended impact of various features on the children's future learning. For example, the childminder wants a car park area so children can park cars at tidy up time and begin to recognise numerals. Planting beds will help children to grow vegetables from seed using safe and appropriate equipment and, an area for creating challenges is to be equipped with milk crates, planks, lengths of fabric, pegs, tubes and boxes.

Children are looked after by the childminder in an extremely safe, secure environment where they have room to develop their independence and knowledge in all six areas of learning through excellent planned experiences and purposeful play. A strong commitment is shown to inclusive practice and the childminder is skilled in including each child in the activities according to their ability. For example, she extends interest at the sand table by introducing the concept of hunting for buried 'treasure', like pirates. She has a wide range of toys, books and equipment which reflect differences. A display of photographs on the wall above the table provides visual stimulation and entices children to chat about the wider world in which they live. Photographs include crocodiles, African people, insects, cupcakes, farmyard geese and windswept beaches.

Although the children on roll do not currently attend any other early years providers, the childminder is putting excellent arrangements in place to support transitions. For example, she is devising a home-school book with pictures of what children will see when they go to school. Good arrangements are already in place to liaise with other providers when required. The childminder has established outstanding partnerships with parents and carers. Robust documentation, policies and procedures ensure a positive start to the contract, and the childminder keeps parents and carers well informed of their children's welfare and learning progress through daily diaries, written reports and regular discussions. Detailed questionnaires elicit responses about first contact, signing contracts and settling in,

and comments about the daily practice. Respondents state 'you offer the professionalism of a nursery nurse together with the love, tenderness and consideration found in one-to-one care'.

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

The childminder has an in-depth knowledge of the individual children she cares for because she seeks a wealth of information to ensure she can meet all individual needs to a very high standard. This provides children with a genuine sense of security. Children feel very safe in this setting because of the nurturing atmosphere of trust between the children and childminder. They snuggle in to the childminder until they are confident with the visiting inspector, when they carry on with their play and show a great interest in what they do. The childminder talks with them continuously, skilfully exploiting the opportunities presented by child-led play to develop their learning. The childminder is always happy to listen to the children and make suggestions to aid their play and development, but also knows when to encourage and allow child-centred play and to sit back and observe. Weekly observations ensure the childminder has an excellent knowledge of the needs of the children, and she uses this information effectively to develop her planning. Detailed planning sheets distinguish between adult-led, child-initiated and adult-initiated activities and display an appropriate bias towards child-led play. Children engross themselves in self-chosen activities and develop a broad range of skills which aid their rapid progress towards the early learning goals.

Children benefit from an extremely well-organised, child-centred playroom which reflects the six areas of learning. Resources are accessible and support children in making independent choices about their play. For example, storage boxes are the clear plastic type where children can see what is inside. The childminder's action plan includes labelling these with words and pictures to promote an awareness of text in the environment and decision making. Carefully planned activities relate to children's particular interests. For example, the childminder explains that children are currently interested in clocks, car washes and posting items into containers. Therefore, she provides items, such as a home-made cardboard box car wash machine, which the children position over the train tracks so that it can 'wash' the train carriages. This attention to detail provides children with an environment which is fun and personalised to them and provides an excellent starting point for their development.

Children develop their personal, social and emotional skills as they play with each other, discovering what they like and what they do not like. Children enjoy the company of others and learn by interacting with them, building relationships and making social contact with people. Children strive to do things for themselves. For example, they learn to wipe their own noses and place the tissue in the nearby bin. Children enjoy chatting to one another and share songs, rhymes and stories. They make marks with tools in play dough and also make marks with gloop, crayons, paint and felt tip pens. Photographs show them at play with a vast range of interesting things, such as necklaces and beakers. They compare different sizes and use blocks to build and balance. They sing number songs, investigate, explore

and play with everyday objects, and build and balance and explore things that make sounds and movements. Children develop their physical skills as they crawl, roll, climb and swing. Creative skills develop as they play with different sensory objects, make marks in paint using their bodies; create pieces of artwork, make and move to music and sing songs.

The childminder makes very good use of community facilities and children visit local parks on a daily basis, pending completion of the landscaping works in the garden. Children actively help to care for the childminder's pet rabbit and learn to wash their hands after handling it. Hand washing facilities are located upstairs and the childminder is aware that this arrangement does not ideally support the highest levels of protection against the spread of infection. Children learn about crossing the road safely through talking about crossings and cars when they are out and about with their childminder. Children are encouraged to make a positive contribution through positive role modelling, copious praise and rewards. Children are developing effective skills for the future and prepare for transition to school. They experience everyday technology, including a toy camera and a toaster. They are able to make independent choices and sort out their play, sharing and playing together.

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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