

Inspection report for early years provision

Unique reference number	EY436322
Inspection date	25/05/2012
Inspector	Tracey Boland
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 2011. She lives with her husband and three children aged three, four and five years in the village of Earls Barton, Northamptonshire. The whole of the property is used for childminding. Accessibility to the premises is via several steps. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have a cat.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. There are currently three children attending part-time who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very relaxed, happy and confident within this welcoming child-centred environment. The childminder recognises all children are individuals and provides excellent care that meets their individual needs effectively. She has an excellent rapport with the children and works in partnership with parents, other providers and professionals involved in a child's life therefore providing continuity of care. The childminder has a secure knowledge of the Early Years Foundation Stage and as a result children make excellent progress in their learning and development. The childminder has effective procedures for self-evaluation and is committed to continually develop the care she provides. Through this she is able to identify areas for development which will enhance the opportunities for all children further especially with regard to the use of natural materials in play and exploration.

What steps need to be taken to improve provision further?

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

- increasing opportunities for children to explore the use of natural materials through play.

The effectiveness of leadership and management of the early years provision

The childminder is enthusiastic and motivated and uses her knowledge of the early years and childcare to enable children to gain the most from their day. An excellent range of written policies and procedures relating to all aspects of children's welfare are in place that reflects her ethos of care. Children are continually protected from abuse and neglect through the childminder's vigilance and excellent understanding of her role in safeguarding children. They are never left with unvetted people and all relevant checks have been completed to ensure adults in the home are safe to care for children. The ongoing safety of the home and garden is monitored through detailed written risk assessments, which are reviewed and updated regularly ensuring all potential risks to children are minimised. The childminder provides an inclusive environment where children's individual needs are continually recognised and respected.

The childminder has an excellent partnership with parents who receive a wide range of information about the service and activities provided and how they link to the Early Years Foundation Stage. Parents are totally included in their child's learning and excellent systems for communication ensure all are aware of their child's progress and achievements. Parents receive up-to-date information, through verbal and written communication, newsletters and regular access to their child's individual learning journals. Their views about the service are actively sought through verbal discussion, questionnaires and their comments relating to their child's learning journals. This enables parents to discuss their child's placement and their ever changing needs. The childminder has developed excellent links with other settings the children attend and strong channels of communication are in place enabling information regarding the child's progress to be shared.

The childminder is highly motivated and committed to improving her knowledge and understanding in the childcare field through ongoing training and development. Self-evaluation is seen as an invaluable tool and through her own reflection of the service she provides and seeking the views of the parents and children she is able to continually enhance her service therefore providing excellent opportunities for all of the children she cares for.

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

Children make excellent progress in this stimulating learning environment where they are relaxed, confident and clearly feel safe and secure in the daily routines. The environment is spacious and children move freely and safely between the home and garden as free flow play is continually provided. Children experience an excellent variety of resources, toys and challenging activities that continually interest, motivate and encourage their natural curiosity to learn. The home is welcoming to all children and photographs of the children involved in the activities encourage them to recall the past events. Children thrive in the childminder's care and really benefit from the individual time and attention they receive from the

childminder. Interaction between the children and childminder is excellent and affection is readily given and received.

There is an excellent balance of play experiences and opportunities, both adult-led and child-initiated. Their confidence is continually nurtured and they develop positive attitudes towards learning. The childminder uses her excellent knowledge of their individual learning needs, ideas and interests to ensure they are continually stimulated through play. Planning is in place and children have their own learning journey which is an ongoing journal of their progress and development.

Observations of the children at play are used effectively to help identify and plan for the next steps in their learning. Children's language and thought processes are consistently encouraged through the skillful questioning by the childminder, for example, children explain how they have put oil into the car and why they have done this through the conversations taking place with the childminder. They are continually reminded of safety, for instance, when the pretend oil spills on the floor she reminds them that it is very slippery and they need to be careful. Children learn about keeping themselves safe, for example, through the consistent road safety routines that are in place when out, which the children confidently recall.

The childminder uses everyday play situations to encourage the children to learn. Children enjoy baking and use appropriate tools and utensils for weighing, measuring and mixing the ingredients. They bake regularly and confidently explain the ingredients they use and how they make their favorite yoghurt cakes. They giggle when explaining where the eggs come from. Through talking about the foods they are using they link this to being healthy and foods that are good for them. Children are very relaxed in the garden and are actively involved in planting and growing plants and vegetables; preparing the area before planting seeds and bulbs and watering them to ensure they grow healthily. Snack and mealtimes are a social occasion and alongside the fruit they eat the cakes they have made. Dietary needs and preferences are known and respected and meals are healthy, nutritious and freshly prepared each day. Children are actively involved in recycling and place any fruit skins into the compost. They are learning to reduce the amount of water they use because it may be in short supply around the country.

The childminder firmly believes that praise and encouragement promotes good behaviour and she is an excellent role model. Children are supported and encouraged which continually develops their confidence and self-esteem. Manners are excellent as is the children's behaviour. Children show a great deal of care and concern for each other and readily share the toys. They have daily opportunities to develop their physical skills, for example, playing in the garden on the bikes, scooters, stilts and the trampoline. They gain plenty of fresh air during walks in the local area and to local woodland. There they explore nature, for example, looking for mini-beasts using magnifying glasses and bug finders. Although children enjoy many activities that encourage their knowledge and understanding of nature the opportunities to use natural materials is not yet fully incorporated into their learning. Therefore, they are not exploring their senses to the fullest extent.

Children are actively involved in celebrations throughout the year including Chinese New Year and Easter and they are currently learning about the Jubilee celebrations. They use art and craft materials to make pictures and posters

including a large painting using red, white and blue paint to make hand prints, stripes and various patterns in celebration. They also display their work for parents to see.

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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