

Inspection report for early years provision

Unique reference number	EY309251
Inspection date	03/09/2008
Inspector	Ann Hilary Guy
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder registered in 2005. She lives with her husband and one child aged four years in a village close to Aylesbury, Buckinghamshire. The childminder uses the whole of the ground floor, plus one bedroom for childminding, and there is a fully enclosed garden for outside play.

The childminder is registered to care for five children at any one time and is currently minding one child under five part-time and three children over five after school or during school holidays. The childminder walks to the local school to collect children and takes them to the local park. The family have a dog, two cats and a rabbit as pets. The childminder supports children with learning difficulties and/or disabilities and holds an NVQ level 3 childcare qualification.

Overall effectiveness of the early years provision

Children thrive in a setting that clearly recognises their uniqueness and individuality. Each child receives support according to their individual needs enabling them to take part in all activities in a fully inclusive way. The children make extremely good progress and greatly benefit from the range of ages and abilities of the other children, creating an extended family. Through very good self-evaluation of activities and procedures, the childminder identifies and acts upon any areas for improvement. She continually strives to offer the very best possible care and education to the children. The childminder offers a fully inclusive, welcoming provision that is very child friendly and meets the needs of children of all ages.

What steps need to be taken to improve provision further?

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

- further develop the frequency of risk assessments.

The leadership and management of the early years provision

Children enjoy an exemplary quality of care in this setting, supported by well kept, clear policies, procedures and records. Parents receive a very clear précis of these in the form of a colourful booklet that they are encouraged to keep. The childminder holds a level three qualification in childcare and regularly attends training courses to extend her knowledge, enabling her to offer a high quality of care and education to the children. Risk assessments are carried out visually on a daily basis and a written assessment is periodically completed. This clearly identifies areas of risk and the procedures in place to minimise the risk. The childminder identified this as an area which she wishes to further develop. She regularly reviews her procedures and seeks to improve them, as shown by the evidence supplied in the self evaluation form. All activities involve all the children

at their individual developmental level, as the childminder offers a fully inclusive programme of activities. Extremely effective links with the parents and carers, together with other professionals involved in the care and education of the children, enables the childminder to tailor activities to the individual children in her care. She has also taken steps to find out the menu from the school most children attend, so that she does not offer the same meal again in the evening.

The childminder successfully develops the activities, and offers a broad, stimulating range that offer challenge to children of all ages. This has a very positive impact as the children have learnt to work together and respect each other, thereby effectively improving overall the early years provision and outcomes for children. Informative newsletters, daily diaries and regular discussions ensure the parents are kept extremely well informed about the care their child receives. They have expressed their confidence and pleasure in the provision through the regular questionnaires the childminder instigates and the detailed information shared when a child first starts at the provision.

The childminder demonstrates a very high level of commitment to promoting children's safety and has attended courses in this area. Clear records of accidents, incidents and medication, shared with the parents ensure the needs of the children are fully met. A thorough set of policies and procedures under-pin the care of the children and a very clear complaints procedure is in place. All equipment and toys are checked regularly for safety and the garden has been divided into two sections to enable the older children to play more boisterous games and the younger children to also safely play outside at the same time. Very effective procedures ensure children's health and well-being are promoted throughout the day. The childminder demonstrates an extremely good understanding of the procedures regarding the safeguarding of children, including a thorough understanding of child protection procedures and issues.

The quality and standards of the early years provision

The education programme is extremely well organised with weekly themes and activities tailored to the interests and abilities of the children in attendance. These cover all aspects of the early learning goals, ensuring children enjoy a broad, stimulating variety of activities and are designed to meet each child's developmental needs. Exceptionally good use is made of space, enabling table top activities in one room and floor activities in another. This enables the children to focus on activities suitable for their age and stage of development in a very conducive environment. The children share their thoughts and ideas regarding the themes with the childminder and activities are well designed, enabling a superb balance of adult and child led activities. Children are encouraged to become critical thinkers through their regular discussions at the dining table and through the questionnaire they all complete. They make effective progress in their learning and development, as demonstrated by a four year old who was confidently using numbers up to 20 and knew all the phonic sounds of the alphabet, effectively identifying these in words. Their welfare is promoted through the household rules and procedures, together with the range of activities available to them.

Exceedingly well documented observations, very closely linked to the Early Years Foundation Stage, are maintained on all children prior to starting school. The childminder also monitors the development of the older children ensuring the activities offer plenty of stimulation and challenge. Regular meetings with parents keep them very well informed of their child's development and the childminder works closely with them when addressing the next steps for learning. As a result children progress extremely well with very high levels of achievement in relation to their age and stage of development.

Children's welfare is very effectively promoted through the clear procedures and guidelines used by the childminder to ensure their safety at all times. They enjoy regular daily exercise in the extremely well equipped garden which is divided into two sections, one for the younger children and one for the older ones. All children walk to and from school each day and enjoy going on exploratory walks in the area armed with a clipboard showing a number of items for them to find, for example, a blue flower. Children discuss safety along with many other issues with the childminder on a regular basis, during which reasons are given for having rules whilst away from the house. Children effectively learn good behaviour from the excellent example shown by the childminder and older children. The policies, procedures and practice, unique to this setting, are extremely robust and implemented with a very high level of consistency. The indoor and outdoor environment, together with the equipment and toys, is extremely well maintained to provide a very safe and welcoming environment for the children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Outstanding
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.