

Inspection report for early years provision

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Inspection date	07/12/2009
Inspector	Susan Elizabeth Tovey
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1999. She lives with her husband and their 12 year old child in High Wycombe, Buckinghamshire. The whole ground floor of the childminder's house is used for childminding with toilet facilities and a bedroom used for rest and play on the first floor. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time. She currently has three children on roll, all of whom are in the early years age group. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from local pre-schools and Hamilton School. The family have a tank of fish as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making excellent progress in all areas of their learning and development. The supportive and skilled childminder understands how children learn and recognises each child as an individual. She uses her highly effective self-evaluation to ensure she is able to continuously reflect and develop her practice. This is evident in the high quality service she provides.

What steps need to be taken to improve provision further?

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

- continuing to develop methods for gaining more detailed information regarding children's starting points.

The effectiveness of leadership and management of the early years provision

The childminder is highly organised, which ensures her practice is effective and up to date. Safeguarding children is given a high priority and children are kept safe from harm as the childminder has a good awareness of the signs and symptoms of child abuse. Her detailed child protection procedures enable her to react promptly if she has cause for concern. The childminder works alone and has undergone appropriate vetting procedures to assess her suitability. She uses her time and resources highly effectively to provide children with an extensive range of stimulating learning experiences both in her very secure home and out in the local community. The childminder undertakes regular and comprehensive risk

assessments of her premises, as well as making daily visual checks, to ensure that children can play safely. She is qualified in first aid and has excellent systems in place to help her respond in an emergency or if she needs to administer medication, meaning that children are well protected if they have an accident or are ill.

Children benefit from an excellent working relationship between the childminder and the parents. The childminder ensures that she keeps parents well-informed through daily verbal discussions, and written communication diaries. Parents are provided with excellent quality information about the childminder's provision. For example, the childminder has developed a range of comprehensive written policies and procedures to underpin her practice. She also keeps them up to date by showing them their children's individual records of achievement. As a result, parents' feedback is unreservedly positive about the quality of her care and they value the childminder's advice. The childminder has established links with the local school and groups, and communicates effectively with others to support children's individual needs.

The childminder is highly committed to ongoing professional development. She regularly attends training events and courses to ensure her practice and skills are up to date. She has an excellent understanding of the Early Years Foundation Stage (EYFS) framework which has enabled her to implement the welfare and learning and development requirements with ease. The childminder reflects and appraises her practice to maintain continuous improvement. There are effective systems in place to identify strengths and weaknesses. The childminder demonstrates her ability to improve as she has fully addressed the recommendation made at the last inspection. She involves parents and children in evaluating her practice by seeking their views through discussion and the completion of questionnaires.

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

The childminder fully recognises that every child is unique. She is highly skilled in creating a stimulating environment and offering appropriate levels of support, which allows children to be confident and competent learners. They benefit from her energetic, welcoming and friendly approach. Children focus well on their chosen activities. For example, a child carefully lines the cars up to enter the car park, manoeuvring them up to their parking spaces. Whilst another child is busy drawing, then moves off to dress up and play in the role play kitchen. The childminder's thorough understanding of child development and the EYFS enables her to make comprehensive observations of children's progress and link these to the different areas of learning. She uses her assessments to plan for each child's next steps to ensure that they continue to make excellent progress. Although, she already has an extremely good knowledge of each child's learning needs, the childminder has identified gaining more detailed information regarding children's starting points as an area she can further develop. The childminder is very flexible and adapts her planned activities according to children's interest, mood and outside influences, such as the weather, offering opportunities to playing in the

snow or take photographs of the rainbow.

Children have many opportunities to develop their creative skills and imaginations, and taking part in a wide variety of craft activities both inside and outdoors. These include, using musical instruments, cooking, growing cress and tomatoes, painting, sand and water play. Children benefit enormously from the wide range of outdoor activities and adventures offer by the childminder. They go out everyday locally for short trips and in the holidays spend the whole day out with a picnic lunch. For example, trips to the seaside, Bracknell Look Out, Odds Farm, swimming, ice skating or visiting the museums or wildlife animal parks.

All children show a strong sense of security in the home. They know how to remain safe as they learn about road safety issues and participate in fire drills, so they know what to do in the event of an emergency. They show an excellent understanding of how to behave, talking politely with each other and the childminder. They understand routines and help to tidy away toys. Children are able to develop high levels of self-esteem as the childminder offers lots of praise and encouragement, valuing their achievements at every opportunity. Children are adopting healthy lifestyles, they help themselves to drinking water and enjoy eating a range of nutritious home cooked food. They are able to engage in a wide range of physical activities, strengthening their bodies

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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