

Inspection report for early years provision

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Inspection date	04/09/2009
Inspector	Susan Tuffnell
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 2000. She lives with her husband and her daughter age nine in a residential area of Aylesbury, Buckinghamshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises is accessed by a low step to the front entrance.

The childminder provides care every weekday during term-time only. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for three children on the Early Years Register and currently six children attend on part-time and flexible contracts. The childminder does not currently provide care for any children on the compulsory part of the Childcare Register and there are no children attending on the voluntary part of the Childcare Register. When working with an assistant, the childminder may care for no more than six children in the early years age group, and of these, not more than two may be under one year at any one time. All the children share the same facilities. The family have two cats and three gerbils as pets.

The childminder holds the Nursery Nurse Examination Board certificate and is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's provision is highly effective and the outcomes for all children are exemplary in most major aspects of the provision. Children make excellent progress in their learning and development because planning for individuals ensures that their uniqueness is recognised and respected. Highly effective partnerships with parents and carers means that children's individual needs are met and their protection assured. Detailed self-evaluation reflects monitoring of the provision and identifies clearly what is done well and areas for improvement.

What steps need to be taken to improve provision further?

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

- developing further the effectiveness of wider partnerships through the integration of care, education and any extended services.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted extremely well as the childminder maintains high standards of quality through ongoing improvement and a strong commitment to

equality and diversity. Children and their parents are meaningfully involved in the self-evaluation process and their suggestions and ideas are taken forward into the planning of the welfare and educational programme. However, further improvements with other providers, organisations and services will ensure the successful integration of wider partnerships and ensure children are fully supported. Children's well-being is significantly enhanced by exceptional organisation, risk assessment and planning for continuous improvement. The childminder makes very good use of resources, including training opportunities to meet the needs of the children and is successful in driving improvements by good monitoring of the provision.

Children clearly benefit and thrive as a result of the stimulating and attractive environment. Equipment and resources are of high quality, suitable for the ages of the children and are used effectively to support their learning and development. Children show a strong sense of security and their safety is promoted through resources and activities that support them as they learn to use a wide range of tools and equipment confidently. Their excellent understanding of safety issues is demonstrated through regular fire evacuation procedures, road safety awareness and the boundaries in place to encourage safe play.

The childminder effectively and actively promotes equality and diversity. Her excellent knowledge and understanding means that she provides a truly inclusive service for all children and their families. The childminder is highly effective in ensuring that all children are well integrated and the development of children in relation to their starting points is excellent. The careful monitoring of children's progress ensures that any identified gaps in their learning are recognised and forwarded into future planning. The childminder has an exceptional knowledge of each child's individual needs. She effectively helps children to understand and learn about the society in which they live and extends their knowledge and understanding of the wider world. The childminder is wholly committed to working in partnership with parents. There are well-established channels of communication which successfully promote children's learning and contribute greatly to improvements in children's achievements, well-being and development. Parents comment in the home-link book and the daily diary about the educational programme and welfare of their children and their suggestions are incorporated into activities. For example, children's interest in transport is further extended with a train ride.

Comprehensive policies and procedures are implemented consistently and robustly to ensure the smooth running of the setting and the safety and protection of the children. The childminder is knowledgeable and experienced in safeguarding children and has attended training to ensure that current procedure and guidance is followed in the event of any concern.

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

Children benefit greatly from the highly stimulating and welcoming atmosphere that fully reflects children's backgrounds and the wider community. The

exceptional organisation of the educational programmes offers rich, varied and imaginative experiences that meet the needs of all children exceptionally well. High quality observations and thorough assessments are used successfully to track children's progress and inform future planning. The childminder has a full understanding of how young children learn and progress and consistently uses inspirational and innovative teaching to interest and motivate children. For example, young children's interest in identifying and posting shapes is further developed through a range of easy grip puzzles and a home-made posting box.

Children make outstanding progress in their learning and development. They have consistently good and often excellent levels of achievement and most children demonstrate consistent progress in developing the skills that will help them in the future. Children play a lead role in planning by offering their ideas and suggestions for activities. They respond to challenges enthusiastically and show high levels of imagination, independence, curiosity and concentration. The childminder has strong relationships with the children and sets an excellent example of tolerance and respect for other people's feelings and needs. Children are developing a very good understanding of how to keep themselves safe and healthy and demonstrate positive behaviour and high levels of self-control. Children are confident to share concerns or worries with the childminder. Sensitive poems and stories help children understand and work through difficult issues and give them a sense of control. Innovative use of puppets help children with their fears and their understanding of others. Children love reading their home-link books and sharing their experiences. They listen to each other, take turns in games and generally share well.

Children enjoy their learning, they are creative and are supported to think critically. They progress extremely well in all areas of learning and most are able to work independently, showing mature concentration skills and persevering with activities. Children are supported exceptionally well as they practise effective personal hygiene routines and understand healthy choices as they help to plan the menus. Children cook pizza and prepare their own toppings, they make biscuits and cakes and observe changes in the cooking process. They have extensive opportunities to engage in a range of physical activities, both indoors and outdoors and gain a significant understanding of exercise as part of a healthy lifestyle. Regular visits to woods and parks give children opportunities to challenge their physical skills on a range of different equipment and enjoy plenty of fresh air and exercise. Children collect and measure rainfall and observe wind direction and the process of freezing and thawing is investigated by the children as they watch ice-cubes melt. Children explore the natural environment. They use magnifying glasses and bug boxes to look closely at mini beasts and choose natural items such as 'precious' stones for their treasure boxes. Life cycles are explored by the children and extended into number lines and art and craft activities. Children plant and tend seeds. They harvest vegetables and learn the process of growth and renewal. Babies and very young children are protected because their individual health, physical and dietary needs are met to an exceptional standard. All children show a strong sense of security and belonging because their independence is valued and they engage in a wide range of activities and experiences which help them value diversity. For example, children send postcards from their holiday destinations to the childminder throughout the summer. The destinations are found on the globe and children discuss their different experiences with others and look at the different customs

and cultures.

Children's' progress in communicating, literacy and skills relating to information and communication technology is outstanding and they play a full and active role in their learning and their desire to explore. Wonderful photographs are taken by the children and their parents to record the adventures of the 'Blue Nose Bear' which are accompanied by parents comments and children's art work. Children work extremely well independently using their own initiative and are developing excellent skills working alongside their peers. Babies explore their surrounding with great interest and are becoming active and inquisitive learners.

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	2
The effectiveness of partnerships	2
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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