

Inspection report for early years provision

Unique reference number	116600
Inspection date	09/06/2010
Inspector	Kim Mundy

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.

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Description of the childminding

The childminder was registered in 1993. She lives with her husband and their four teenage and adult children in Loudwater in Buckinghamshire. The whole of the ground floor of the house is used for childminding and there is a rear garden available for outside play. The family has pet guinea pigs. The childminder walks/drives to local schools to take and collect children; she attends the local parent/toddler group.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and of these, three may be in the early years age range. She is currently minding five children under five and older children before/after school. She also offers care for children over eight years old. Children attend on a variety of days and at different times. When working with her husband as an assistant, together, they may care for five children in the early years age range at any one time.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This childminder celebrates an outstanding outcome for all aspects of her childminding service. Consequently, children make excellent progress in their learning and development in an atmosphere of care, nurture and support. Excellent partnerships with parents and carers ensure that each child is fully included in what is offered. The childminder successfully creates a welcoming, safe and secure environment where children's welfare is paramount. Her drive and enthusiasm for her role as a child carer means that she is extremely able to maintain a continuously outstanding service for children and their families.

What steps need to be taken to improve provision further?

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

- include the time actually taken to evacuate the premises in the fire drill record.

The effectiveness of leadership and management of the early years provision

Children's welfare is exceptionally well provided for; they flourish in this homely environment. Child protection procedures are very robust and all arrangements to ensure that children are safeguarded are highly effective. All adults living in the household have been suitably vetted as they have an enhanced criminal record check. In addition, visitors to the home are required to note their time of arrival

and departure. Extremely comprehensive risk assessments are carried out to promote children's safety in the home and when on outings. The childminder has a comprehensive range of policies and procedures to support her excellent childcare practices, which she continues to review. She is proactive in ensuring that she keeps up to date in childcare issues by attending regular training, thus continuing to benefit the children. The childminder has an excellent understanding of food and nutrition through attending food and hygiene training. She provides an extensive range of high quality nursery furniture, toys and resources to fully promote children's welfare and learning.

Outstanding support for children with special educational needs and/or English as an additional language ensures that they make measurable gains in their learning. In addition, the high level of challenge for more able children ensures that they also make outstanding progress. Exemplary partnerships exist between providers, parents and other agencies, for example, early years advisors, therapists and other childminding colleagues, who work together to ensure that children are well protected and that their needs are fully met. The childminder continues to develop her skills, for example, by attending a Makaton sign language course. Children learn about the diversity in Britain and the wider world as they celebrate festivals, such as Eid and Chinese New Year, and visit places of worship, such as a church.

Partnership with parents and carers is excellent. All paperwork required to promote the welfare, care and learning of children is in place and is extremely well organised. The childminder provides a wealth of information for parents; they are thrilled with the information they receive about their child's developmental progress. This is supported by photographic evidence and samples of their art work and early writing. Questionnaires and discussions with parents show that they are very happy with the childminding service provided and hold the childminder in very high regard.

The childminder has a strong commitment to the needs of children, parents and carers. She has thorough procedures in place to monitor and evaluate her childminding service that involves children and parents. Children's comments are all very positive; they love the outings and activities on offer. Current successes, excellent organisational skills, innovative practice and the desire to do better, confirm this childminder's outstanding capacity to improve.

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

Children are having a fabulous time in the childminder's care. Their health and well-being are positively promoted and required documentation supports the very good practice in place. Children learn about healthy lifestyles as they wash their hands before snacks and after toileting. The children's individual dietary requirements are followed and they experience sociable meal times when they sit together and learn good manners. Some parents provide packed lunches for their children, and these are stored in the fridge. Children enjoy daily fresh air and exercise as they go on regular outings to the park and local pre-school settings where a wider range of physical activities are available. When playing in the

garden, children enjoy riding tricycles, steering the doll's buggy, knocking down skittles, hop scotch, sliding, and crawling through the tunnel. They are particularly fond of the obstacle races they invent themselves.

Children spend valuable time learning how to keep safe as they discuss road safety and safety in the home. They participate in projects that are individual to themselves, such as staying safe when visiting the post office and not dropping their bags in front of the door in case of fire. Children enjoy taking photos during this project, which are then used in their laminated books that they are very proud of. Children know what to do in the event of a fire because they participate in regular fire drills and they are proud to receive a certificate for their participation. Although, the evacuation record does not include the time actually taken to evacuate the home in order to improve upon this. When children are able to consistently have regard for keeping themselves safe when crossing roads, they are given another certificate. Children also enjoy stories which help them to learn about staying safe in different circumstances, for instance, 'Lost in the supermarket'.

The childminder has extensive knowledge of the Early Years Foundation Stage. The very effective planning and assessment system in place is significantly linked to the early learning goal outcomes and identifies the children's next steps for learning. Learning opportunities are outstanding because planning takes account of the children's individual interests and needs. Boys and girls achieve equally well because activities are designed to appeal to their different interests. The childminder uses a rich vocabulary to encourage, praise and extend children's participation, concentration and independence in a wide range of appealing learning activities. She is skilled at knowing when to intervene and when to stand back to enable the children to explore.

All the children show obvious enjoyment in learning whether indoors or outdoors. The childminder enables children to learn through investigation, play, discussion and first-hand sensory experiences. As a result, learning is a magical journey of discovery, for example, as children observe the lifecycle of the frog and tortoises hatching in the incubator. They also enjoy growing flowers, fruits and vegetables in the garden. Children show a keen interest in developing their early writing skills as they chalk, draw and crayon. By the time they leave, they are able to draw recognisable pictures and recognise their name on their name card. They understand that print and signs carry meaning as they observe these on posters and labels displayed around the home. Children are developing problem-solving skills as they fit puzzles together, thread pasta necklaces and move water from one container to another in the garden. They are learning about the world in which they live as they play with resources that promote diversity, such as dressing up clothes, small world people and books. Furthermore, they enjoy visits to the nature reserve, recycling tip, sculpture trail, library and local museum.

Relationships between the children and childminder are exemplary. The childminder nurtures and supports, rather than directs the children's learning. Children from the very earliest age are accustomed to making their own decisions, for instance, as they indicate when they want to sleep or to play outdoors. Children are sociable learners who respect each other's needs extremely well, for example,

as one child helps a younger child to carry the doll buggy up some steps. Children respond positively to the consistent praise and encouragement given by the childminder. As a result, they are developing positive self-esteem and confidence. Children move on to other settings extremely well prepared for future success, because they have developed into independent and self-reliant children with a desire for learning.

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

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