

Inspection report for early years provision

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Inspection date	06/07/2010
Inspector	Margaret Davie
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 1995. She lives with her husband and two children aged 13 and 16 years in Flackwell Heath, Buckinghamshire. The whole of the ground floor of her house is used for childminding and there is a fully enclosed garden for outside play. The family have a pet rabbit. She walks or drives to local schools to take and collect children.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom three may be in the early years age group. She is currently minding three children in the early years age group, as well as two older children for a variety of sessions. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder 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 thrive in the childminder's care and make excellent progress in their learning and development. Her home is very well organised and she provides children with stimulating activities which are very well matched to their individual needs. Inclusive practice is very positively promoted, and children gain excellent independence in their self-care skills. The childminder works very effectively with parents and other key adults who support them to promote a high level of consistency in their care. She evaluates her provision rigorously and demonstrates an excellent capacity to continue to maintain her very high standards.

What steps need to be taken to improve provision further?

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

- making books more easily accessible to children to promote their independent early reading skills.

The effectiveness of leadership and management of the early years provision

Children are very effectively safeguarded. The childminder has an excellent understanding of her responsibilities with regard to child protection and has a written policy and guidance to support her practice in this area. She has attended recent training and is aware of the steps which should be taken if she were ever concerned about a child in her care. She supervises children closely at all times and takes great care to ensure they are never left with an adult who has not been vetted. Her premises are risk assessed and checked daily, and she implements a range of additional safety measures to further protect children. For example, a

stair gate prevents access to the steps and cupboard locks are fitted in the kitchen. Fire drills are practised so that children know what to expect in an emergency. Comprehensive risk assessments are conducted for all outings and children's safety is further promoted by the use of buggies, car seats and wrist bands which have the childminder's mobile telephone number on them. Children's well-being is significantly enhanced by wide ranging policies, procedures and documentation.

The childminder provides a very child-friendly, welcoming environment. Toys and resources are well organised to support the learning needs of all children. They have plenty of room to move around and space to play and rest safely according to their individual needs. Very well considered steps are taken to promote sustainability. For example, children help with recycling and some resources are shared with other local practitioners to prevent duplication. The childminder places the promotion of equality and diversity at the heart of her work. High aspirations are held for each child and excellent support is provided to help children gain independence in their self-care. This prepares them very well for their future learning. Children are actively encouraged to gain an understanding of the wider world, for example as they play with the dressing up clothes and sample foods from around the world.

Excellent relationships are in place with parents. Right from the start, the childminder ensures parents are comfortable with her provision, offering families an extensive settling in period, during which she informs herself fully about children's individual needs. Parents receive both written and verbal feedback which keeps them very well informed about all aspects of their child's development. Parents indicate they are very happy with the care provided by the childminder whom children consider as a 'second parent' who they love being with. Close partnerships are formed with other settings attended by children such as pre-schools. This successfully promotes their learning, development and welfare. Highly effective self-evaluation ensures that the setting constantly improves and develops. The childminder seeks feedback from children and parents and their views are taken into consideration when planning developments.

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

Children are happy and very well settled in the childminder's home. They enjoy an excellent mix of self-chosen and adult-led stimulating activities throughout the day. This ensures they have daily experiences which promote their learning in all areas and prepares them well for their future education. The childminder observes children regularly, keeping extensive records which she analyses and uses to plan their future activities. As a result, activities are suited to each child's needs and help them make excellent progress in their learning and development. They develop positive attitudes to learning and continually reinforce their skills because planned activities take account of their interests. For example, the childminder makes sure the track is set up for children who are currently 'into' trains. She extends their learning as they play by providing additional resources such as books about trains, for them to look at.

Children develop an excellent interest in books and stories as the childminder sits and reads with them. She reads with a great deal of animation, keeping children interested and excited to hear more. Characters in the story are discussed to support their language development. Excellent questioning is used to support children's thinking skills. For example, while reading a story even quite young children are encouraged to figure out how many monkeys are left in the bed when one falls out. The playroom is particularly rich in print, providing excellent learning resources such as posters and labels. Books are offered and read regularly, however because these are stored on a high shelf, they are not easy for children to reach on their own. Children benefit from daily outdoor play and develop high levels of physical confidence. They climb to the top of the ladder on the slide confidently and show excellent spatial awareness as they ride around the garden in the cars. Their counting skills are reinforced as the childminder helps them count the number of steps as they climb up the ladder.

Children show they feel very safe and secure with the childminder. They giggle happily as they pretend to fall off while playing on the small see-saw, confident because she sits close by, keeping a watchful eye on them. They learn about how to keep themselves safe as the childminder takes the time to explain why it is dangerous for them to play on the large trampoline. Planned activities help them think about which people in the community are available to help them. Excellent policies and procedures effectively protect children from illness and infection. The childminder's home, toys and resources are very clean and well maintained, thereby providing an excellent example to children. They gain high levels of independence in their self-care and older children show they follow well-established hygiene routines by immediately washing their hands when they arrive back from school. Children have daily access to exercise and healthy food which helps them gain an understanding of a healthy lifestyle.

The childminder is patient, calm and shows she really enjoys being with the children. As a result, they are relaxed and their behaviour and manners are exemplary. She constantly praises and encourages them and consequently they show high levels of confidence and self-esteem. They enjoy each other's company and are provided with excellent support to learn the importance of sharing and taking turns. Children make lots of choices for themselves, for example deciding which fruit to have for snack. They have many opportunities to socialise with other children on outings in the locality.

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

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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