

## Inspection report for early years provision

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<b>Unique reference number</b>	107772
<b>Inspection date</b>	30/06/2011
<b>Inspector</b>	Kim Munday

<b>Type of setting</b>	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 1997. She lives with her husband and three children in Denham in South Buckinghamshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The childminder walks and drives to local schools to take and collect children and she attends local pre-school groups.

The childminder is registered to care for a maximum of five children at any one time and of these, three may be in the early years age range. She is currently minding two children in this age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is a member of the Buckinghamshire Community Childminding Network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are having the most fabulous time because this childminder is passionate about her role and the children are at the heart of her childminding service. Overall, partnerships with parents are excellent. Children's learning and welfare needs are highly promoted with the utmost of care and attention. The childminder's constant drive and enthusiasm 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:

- provide further opportunities for parents to be more involved in their child's continuous learning and assessment records.

## **The effectiveness of leadership and management of the early years provision**

The childminder is extremely well organised, she has an excellent awareness of safety issues and is vigilant in her supervision of the children. Thorough risk assessments are carried out for both the premises and outings. All adults living in the household have been suitably vetted as they have an enhanced Criminal Records Bureau check. Furthermore, the childminder places a very strong emphasis on safeguarding children and knows the procedure to follow should she have concerns. As a result, children are cared for in a very safe and secure environment. The childminder's policies and procedures underpin the excellent

practices for promoting children's health and hygiene.

The highly motivated childminder has a very clear vision for the setting. As part of the process of self-evaluation, she completes the Ofsted form to help her to make accurate judgements about her childminding service. Parents and children's views are valued and contribute to the self-evaluation process. The childminder responds to any comments and suggestions by putting a written action plan in place, which is then shared with parents to secure excellent partnerships and continuous improvement. The childminder puts a lot of effort and time in to share her excellent skills to benefit other childminding colleagues, for instance, by planning a play session in her garden. Current successes, on going training, excellent organisational skills and the desire to do better, confirm this childminder's outstanding capacity to improve.

The childminder values children's differing home backgrounds and works closely with parents and other professionals involved in the children's lives to provide continuity of care and learning. She has experience of caring for children with special educational needs and/or disabilities. The childminder provides an excellent range of toys, furniture and equipment to meet the different ages and stages of children's development. Boys and girls achieve equally well because activities are designed to appeal to their different interests, for example, the childminder captures boys' interest in writing outdoors by providing chunky chalks and paint to write on the specifically designed low level chalk board and the transparent thermoplastic window. The childminder is highly focused on fulfilling the needs of each and every individual. Therefore, she is able to successfully meet their individual needs.

Particularly strong and purposeful relationships are forged with parents and carers. Children benefit from the exchange of information between the childminder and parents, which provides continuity of care and ensures their changing needs are met. Parents are very pleased with the informative information they receive about their child's developmental progress in their learning journal folder and daily diaries. This is supported by a wealth of photographic evidence provided on a compact disc and samples of their art work and early writing. The childminder is keen to provide further opportunities for parents to be even more involved in their child's continuous learning and assessment records. Parental feedback shows that parents greatly value the care offered by the childminder.

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

The strong emphasis on helping children succeed in their learning is matched by concern for their welfare. All record keeping for accidents and medication are maintained to a high standard. Consistent routines, such as washing hands and encouraging children to use tissues, reduce the risk of cross-infection. Children gain an impressive understanding of how to keep fit and healthy by eating healthy meals and snacks, and by taking part in daily physical activities. They show rapidly improving physical confidence and control in their play both indoors and outside.

Children are clearly developing a sense of keeping safe and free from harm, for example, as they steer their tricycles and climb on apparatus in the garden.

Caring and nurturing relationships with the childminder enables children to form close attachments and feel secure. They respond well to the high expectations of good behaviour. Children are learning to behave well and considerately towards each other, because the childminder models and encourages respect and good manners. Realistic expectations of behaviour are clearly outlined for very young children.

The childminder provides an excellent provision for helping children to learn and develop skills for the future. She is highly focused on fulfilling the needs of each and every individual. A combination of engaging and extremely well-planned, indoor and outside activities and effective teaching helps children to learn successfully. The childminder really thinks about her learning environment, for instance, little buckets are attached to the posts to hold the chalks at the early writing areas. Furthermore, beside the sand and peat trays there is a display unit full of buckets, sieves, funnels and many other resources children use to explore size, colour, shape and capacity and to have fun whilst learning. Children are developing very good independence skills, for instance, as they sweep up in the garden using the child-size brooms and use a step to access the sink to wash their hands.

Children are very inquisitive and curious to try new experiences and to explore their surroundings. Strong focus is placed on encouraging children's speaking and listening skills through worthwhile dialogues and open questioning. Children are encouraged to take an interest in books, they join the local library where they enjoy story and music time. They are also encouraged to take the childminder's story sacks home, which includes a book and props to act out the story line with their parents.

Children have wonderful experiences on the family farm and other outings. They are able to take calculated risks as they climb the ladder a few steps to pick their apples, which the farmer then weighs for them. They enjoy a drink of apple juice before returning to the childminder's home to make apple pies to take home. Children also pick soft fruits and plant and harvest vegetables such as beetroots, pumpkins and tomatoes. In addition, the childminder provides herbs to encourage children to explore various smells. They are learning about living things; for instance, turkeys, lambs and goats.

Much is done to promote children's knowledge and understanding of different lifestyles. Toys, books and the celebration of festivals and participation in fund raising events, give children a very good understanding, for their age, of cultural diversity and those less fortunate than themselves. Children clearly love coming to the childminder, as demonstrated by their warm relationships with her and their enthusiasm for the wide range of activities she provides.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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