

## Inspection report for early years provision

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<b>Unique reference number</b>	107860
<b>Inspection date</b>	22/06/2011
<b>Inspector</b>	Mandy Gannon
<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.

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## Description of the childminding

The childminder has been registered since 1991. She lives with her husband and two adult daughters in Holmer Green village, near High Wycombe in Buckinghamshire. Most of the house is used for childminding with sleep facilities on the first floor. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than two may be under one year at any one time. The childminder is currently minding five children on a part-time basis, all in the early years age group. She is registered to offer funded nursery education for three and four-year-olds and currently has four children in receipt of funding. The childminder walks to local schools and pre-schools to take and collect children. The childminder hosts a local childminding group. She takes children to the local library, woods and parks. The family have a dog, as well as fish in a garden pond.

The childminder is a member of the National Childminding Association (NCMA). She is also a member of Buckinghamshire Childminding Network (Children Come First Network). She holds a first aid certificate and a level 3 qualification in Early Years Care and Education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in a setting where they are highly valued as individuals. Partnerships with parents and others are highly effective and have a significant impact in accurately meeting children's needs. The dedication and commitment of the childminder is highly visible. Rigorous monitoring and evaluation processes take into consideration the views of parents and children, in order to make further improvements. Innovative teaching is rooted in the expert knowledge and skills of the childminder, who continues to update her knowledge and skills through regular training. However, some steps to could be taken to further improve the welfare of children on all outings.

## What steps need to be taken to improve provision further?

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

- providing sufficient first aid equipment on all outings.

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

Children are protected as the childminder has a robust understanding of safeguarding and has recently updated her training. The childminder has a thorough knowledge and understanding of the signs and symptoms of abuse and neglect. She has highly effective systems in place, as well as contact details of local agencies, should she have any concerns for the welfare and safety of children in her care. Detailed and comprehensive policies and procedures are shared with parents and carers. The childminder vigilantly maintains a record of arrival and departure times of children and visitors to the premises. Highly effective risk assessments are completed and the childminder takes actions to minimise and eliminate risks. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe; they are able to explain how they practice the evacuation procedures, which are recorded. The childminder has an accurate view of the service she offers because she regularly reflects on her provision through a thorough and detailed self-evaluation process. She takes into consideration the views of parents and children, as she issues questionnaires and identifies her many strengths and areas for continued improvements. The childminder transports children in her car and has completed an advanced driving course. She has completed first aid training and has suitable first aid kits available in the home and the car, although she does not always take one on every outing.

Exceptional relationships with parents, carers and others ensure a collaborative and seamless working partnership. All are involved in this highly inclusive setting where they are valued and play an active role. Effective communication channels through daily discussions, diaries for younger children, sharing of development records and regular newsletters, all inform parents of the forthcoming events, such as her inspection and how they can be involved. Parents are thrilled with the setting and full of praise, and comment how the childminder will always 'go the extra mile to support the child and their family'. Children benefit from highly effective support to aid transitions.

Equality and diversity is at the heart of this provision and is actively promoted as the childminder has an accurate and exceptional knowledge of each child's background and individual needs. Children play a highly active role in the setting, and make exceptional strides in their learning and development through the excellent toys, resources and skills of the childminder. Through the childminder's accurate knowledge of each child, highly successful steps are taken to narrow any achievement gaps in children's learning.

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

Children thrive in a setting where they play an active role and confidently make choices and decisions. They have excellent opportunities to select from an extensive range of toys and activities, and are supported exceptionally well by a

skilled, inspiring practitioner. Children free flow between inside and outside, and excitedly continue to stay outside as it begins to rain, singing 'rain, rain go away'. The childminder and children use Makaton as a form of communication. Children enjoy playing with dinosaurs and confidently name them, identifying them in a non-fiction book they have selected. They work well together as they scoop dried pasta and rice from one container to another, and one child comments 'we have made a mountain of rice and pasta'. Children count with confidence as they put rice into a jar, and show interest as the rice changes colour when food colouring is added. Accurate observations and assessments, as well as meticulous planning, successfully follow and record children's interests, and succeed in identifying the next steps in children's learning. This ensures that children make substantial strides in their progress, in a setting where the best possible outcomes are achieved as all children make good or better progress. Children make exceptional progress in communication, numeracy and information and communication technology, in a vibrant, successful setting where children are well equipped with the fundamental skills for their future learning.

Children have an excellent understanding of healthy eating, which is shared with parents, and the childminder has achieved the 'smile' award due to her promotion of healthy eating and teeth care. Meal and snack times are social occasions where children all sit together and develop effective skills. Excellent personal hygiene routines are followed, and children confidently discuss the process to wash their hands as they point to a poster on the wall, and why they must wash their hands before food and after toileting. Children benefit from innovative opportunities to engage in a wide range of physical activities, both indoors and out, as they use the garden, visit local parks and walk in the local woods, securing their understanding about the importance of regular exercise contributing to a healthy lifestyle. Children show a strong sense of belonging and demonstrate they feel safe and secure; they confidently ask questions and involve adults in their play. Children communicate their thoughts and show responsibility as they tidy toys away, and take responsibility for their own and others safety as they are aware not to go on the grass when wet. Children develop excellent relationships with adults and excitedly greet their friends, who they are thrilled to see. Children's behaviour is exemplary and they show an awareness and care for others in a setting where all are valued.

## 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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