

## Inspection report for early years provision

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<b>Unique reference number</b>	221345
<b>Inspection date</b>	19/09/2011
<b>Inspector</b>	Susan Marriott

<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 2000 and holds relevant early years childcare qualifications. Her business is known as 'Bumble Bees Nannery'. She lives with her child aged 12 years in Bugbrooke, Northamptonshire. The ground floor of the home is used for main play activities, two bedrooms on the first floor are used for sleeping and the upstairs bathroom is available for overnight care use only. There is an enclosed side and rear garden for outdoor play. The family has a pet rabbit and some fish.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is also registered to provide overnight care for two children under eight years. There are currently 11 children on roll, of whom 10 attend on a part-time basis. Five children attend who are within the Early Years Foundation Stage. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association, the local Childminding Network and is a support childminder. The childminder provides funded early education for three and four-year-olds.

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

Overall the quality of the provision is outstanding.

The childminder has wholeheartedly embraced the true spirit of the Early Years Foundation Stage. She continuously applies knowledge and expertise gained from her professional training to her daily practice and this enables her to offer an excellent standard of care and education to the children. Children clearly thrive and make rapid progress in this exceptionally well-organised, inclusive environment that genuinely recognises their uniqueness and individuality. Through her passionate commitment, dedication and reflective practice, she demonstrates an outstanding ability to find ways to further enhance the existing high quality of the learning, development and care offered.

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

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

- looking for ways to continually enhance the existing high quality of the learning, development and care offered.

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

This professionally qualified and experienced childminder secures exceptionally high quality care for children, rooted in excellent knowledge and understanding of how young children learn and develop. Safeguarding procedures are comprehensively robust, the childminder holds an appropriate disclosure check and documentation is of an extremely high standard. All of these factors robustly underpin the safe and efficient management of the setting. There is a very clear complaints procedure and careful recording of extensive risk assessment for the home and for every type of outing. A thorough record of visitors is kept. Consequently, dangers are substantially minimised and children's safety is fully secured.

The childminder has developed her provision of the learning environment over many years of minding and makes exceptionally good use of the space available to support children's learning and development. Children are able to have free-flow play between the indoors and the covered outdoor environment. This has been extensively improved with soft rubber matting, enabling the children to use this all year round as a natural extension to their play area. A very strong commitment is shown to inclusive practice and the childminder is highly skilled in including each child in the activities according to their ability and individual interests. Children learn about the wider world as they celebrate different cultural and religious festivals.

The childminder is highly motivated to make changes that drive improvement and improve the outcomes for children. She has energy, enthusiasm and a principled educational vision, recognising the value of continuous quality improvement. She exhibits well-established reflective practice and uses effective self-evaluation to secure her outstanding capacity to improve. She continues to engage with local authority early years consultants and advisory support services to seek to further enhance the existing high quality of the service offered. She places high value on the benefits of continuing professional development and attends a multitude of training courses to extend her skills and support continuous improvement in her practice.

Partnership work is outstanding. Children benefit from continuity of learning and care because the childminder liaises effectively with other providers; for example, she completes a transition document which helps to identify the children's abilities before beginning school. She provides a wealth of information for parents about the activities undertaken by the children through wall displays, photographs and examples of children's work. The partnership with parents and carers is outstanding as the childminder recognises the importance of sharing information that will contribute to the child's positive sense of identity and well-being. 'Travelling Ted' helps parents feel more involved by sharing his time at their home, away from the childminder and other minded children. Extensive policies and procedures provide an exceptionally clear picture of the service being offered. Recent written feedback from parents confirms their total satisfaction with the provision. They commend the 'lovely home setting and relaxed atmosphere'. They

testify that the childminder is 'friendly and professional' and confirm that 'her obvious passion for her work comes across very strongly to me'.

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

Children benefit immensely because the childminder demonstrates a tangible passion for all aspects of the Learning and Development requirements. She enjoys preparing the children for school and promoting learning through the outside environment. The childminder offers an immensely stimulating, rich environment in which children learn through play. The homely environment enables the childminder to support children's individual needs through particular interests they may have; for example, some children are particularly interested in dolls. These are used in different areas of the setting to focus children's attention in different areas, such as outside in the water tray, sitting round the table in the home corner or in the book corner.

The childminder always aims to find the best ways to offer care, nurture and learning that match the needs and interests of the individual children within the setting. Children co-operate to get the dolls' clothes out of the washing machine. They carry the wet clothes in the laundry basket to the playroom, where the childminder encourages them to peg the wet items on the airer. She promotes discussion about the colour of the pegs and encourages the children to count them. Children are challenged to find a matching peg and the childminder uses lots of mathematical language, exploring the children's understanding of positional vocabulary.

The childminder makes outstanding use of snack time as a learning experience for the children. They talk about personal hygiene as they wash their hands and they spread their own butter on their crackers, engaging in activities requiring hand-eye co-ordination. The children learn to handle tools safely, being reminded not to put the knife in their mouth as it may be sharp and cause injury. They munch on apple pieces and ask the childminder to help them to count the 14 paintbrushes on the number frieze positioned next to the snack table. Children wash up their own plate and knife, discussing whether the butter has been completely washed off the knife and what the meaning of 'clean' is. Apple cores are taken to the garden for 'recycling' by Snowdrop, the rabbit.

Children sit with their childminder to read a much-loved story about a mouse going for a walk in the deep, dark wood. Visual aids enable children to actively participate in the story and the childminder promotes discussion about the pictures at the end of the tale, talking about the foxgloves under the trees and relating the woodland scene to a recent visit to a forest. Children initiate a mini-drama session, wanting to show their childminder how they 'move very slowly like a tortoise and move like a snake'. The childminder has extended her home reading borrowing scheme for the children, purchasing new books to widen the children's interests, and to follow up their interest in trains and new vehicles.

The learning environment is well planned with written plans, evaluations, well-

being levels, observation and next steps for learning, being used to plan personalised and differentiated support for every child. Detailed observations of children allow the childminder to plan effectively for their individual needs and develop their next steps for learning. The children's portfolios show their rapid progress over time and these are shared with parents on a regular basis. The childminder treats all children as individuals supporting their personal needs and working closely with parents, carers and other settings to ensure the best outcomes for all. Children develop self-confidence and self-esteem through the childminder's constant praise, encouragement and recognition of their achievements. Children become independent, develop awareness of health and safety and learn about personal care and hygiene. They benefit substantially from a healthy diet and the childminder is justly proud of her Gold Heartbeat award. Children learn to look after themselves and those around them through making right choices.

## 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

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