

Inspection report for early years provision

Unique reference number	EY285285
Inspection date	03/10/2011
Inspector	Anne Faithfull
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 registered in 2004. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in Barkham, Berkshire. The childminder makes use of local facilities such as, parks and toddler groups. The childminder can take children to and collect them from local schools. The families live on a farm and have a number of animals including chickens and dogs.

The childminder uses the whole of the ground floor of the house for childminding with provision for children to sleep on the first floor bedroom. A fully enclosed rear garden is available for outside play. Her registration permits her to care for five children under eight years and of these three may be in the early years age range, at any one time, and she is currently minding seven children who are within the Early Years Foundation Stage on a part-time basis. The childminder is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers exceptional care in her warm and friendly home. She is extremely well organised and nurtures each child so that they are fully included, feel safe and flourish in her care. Children's uniqueness is respected and this is reinforced by the excellent partnerships with parents where a range of information is obtained from them before their child starts. Children are highly motivated, as they enthusiastically enjoy and undertake a wealth of stimulating experiences in an inspiring and challenging environment. The childminder's passion for self-improvement and her attendance at a range of relevant and interesting courses enables her to continually move forward with the demands of her role. As a result, children receive excellent all round support to help them make exceptional progress in their learning and development.

What steps need to be taken to improve provision further?

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

- extending the information gained from all parents when their child starts to include their child's achievements already made at home.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded as the childminder has a very clear understanding of her role and responsibilities to protect children in her care. As she regularly updates her knowledge and understanding of safeguarding issues and the procedures to follow if required. Children are cared for in a very safe and secure environment as the childminder completes an extensive range of risk assessments and daily safety checks. The childminder also has a range of risk assessments in place linked to the farm; these include talking to the children about what they should do when they see the tractor coming when they are out walking with her around the farm and when out in the fields. The childminder ensures each child has the opportunity to practice her emergency evacuation procedure on a regular basis to enable them to be aware of the steps and exits to use in the event of an emergency; this also includes the outside log cabin the children use. Children benefit from the childminder's exceptional organisational skills. She has a wide range of highly relevant, policies and procedures relating to all aspects of children's welfare and her practice. The childminder also ensures the playroom and log cabin unquestionably supports children early learning and inquisitiveness as they can access an exceptional and stimulating range of toys and resources independently. Equality and diversity is promoted well by the childminder, for example, encouraging the children to value each others differences and cultures. The childminder is deeply committed to providing an inclusive environment for all children and their families. She ensures all children are respected, valued and included. Children who attend who also speak a different language as well as English are totally supported as the childminder obtains books in their own language and she and the other children learn a few familiar words.

The partnership with parents is outstanding. The childminder recognises the importance of working with the parents to ensure children's interests and development needs are addressed and their welfare fully promoted. The childminder obtains relevant information from the parents before their child starts including their likes, dislikes and comforters they may use. The childminder also obtains information regarding children's achievements they have already made at other settings to ensure continuity in their individual learning. However, she does not always request this information from parents whose children have not attended another setting to help her begin to identify their next step as soon as they start. The parent's white board contains a wide range of range of information including any events and future activities planned. Parents receive regular information, through verbal communication, the daily sheets and termly reports to help them be constantly aware of where their child is in their learning and how they have spent their day. Parents make many positive comments in their reference letters and questionnaires. These include how their child becomes part of the childminder's extended family, the exceptional care, activities and resources offered. All parents comment on her caring, approachable and nurturing nature and how their children thoroughly enjoy learning about, being around and taking care of the animals on the farm.

The childminder has developed excellent links with other settings the children

attend. She has parental permission to share information regarding their child's learning and development to ensure continuity of care and learning. The childminder has a clear vision for her service and is highly motivated and committed to continually improving her knowledge, practice and outcomes for children. She regularly attends a variety of training courses and welcomes the support of the local authority and other network childminders in the area. The honest and realistic completion of the Ofsted self-evaluation form, combined with regular monitoring, the completion of parental questionnaires and purposeful reflection, ensures the childminder continues to provide the best opportunities for children in her care.

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

Children thrive in the childminders care and really benefit from the individual time and attention they receive from the childminder, who clearly enjoys her work with the children. She is extremely knowledgeable of all children in her care, planning activities and experiences that continually challenge and extend them. She includes the children in weekly planning meetings to help her decide the activities and outings for the following week. Older children are also encouraged to ensure they think of ways of including the younger children so they are all included and acknowledged. The childminder makes the most of living on a farm to provide children with an exceptional learning environment where they are able to learn how to look after animals such as chickens and look at newborn calves. Children can readily access an exceptional outdoor area which totally supports their learning in many ways. Children thoroughly enjoy using the decking next to the log cabin to pretend it is a stage and create their own shows. Younger children can access the sand pit and use the child sized diggers and tractors pretending they are also farmers.

All children make excellent progress in this stimulating learning and caring environment. Children develop positive attitudes towards learning as all activities are fun and based on children's own ideas, interests and abilities. This ensures no child is disadvantaged and all children are challenged appropriately. Each child has their own learning file which contains examples of their work and photographs of them participating in a range of activities and experiences. The childminder also includes the observations she makes and she uses these observations to effectively identify the areas of learning covered and the child's next step in their learning. Parents can access and contribute to their child's file at anytime. Children's early communication skills are continuously encouraged through constant interaction with the childminder. For example, children are asked to name the items they are playing with such as, the trains and motorbikes. Children also enjoy experiencing nature in a variety of ways which include growing carrots and potatoes. They thoroughly enjoy the regular walks around the farm and local countryside where they try and catch the butterflies. Children's creativity is explored through music and movement as well as many opportunities to use a range of different materials and media. Their art work linked to the transport theme in place is attractively displayed for instance, their mobiles of cars, hot air balloons and buses they made

hang from the ceiling of the playroom.

The childminder is very patient and calm and uses effective strategies to encourage children to behave well, praise and encouragement is continually given to help the children to develop their confidence and self-esteem. Children show care and concern for each other and readily run up to the childminder for cuddles and hugs. Children are reminded of their manners and are encouraged to say please and thank you when required. Children have many opportunities to socialise with others as the childminder regularly meets up with other childminders in the area for all the children to participate in a variety of activities and experiences. Children are developing skills for the future as they can readily access a range of electronic toys and resources. Older children can access a computer and all children are encouraged thorough their play to begin to be aware of other environmental issues.

Children are developing an excellent understanding of keeping healthy. They can access their drink when required and the childminder provides them with a range of healthy home cooked meals and snacks each day. The childminder works with parents to help children to begin to try new foods and children are encouraged to be aware of healthy options as they help her plan the menus. Children are aware of the routines in place such as, why they should wash their hands before eating and after touching the animals. Children are able to rest and relax especially when they arrive after school as the childminder provides them with a quiet area in the log cabin where they can look at books if required. Children have many amazing opportunities to develop their physical skills for example they can as they climb, jump and play on an exceptional range of outdoor resources and equipment. They have access to fresh air each day for example they thoroughly enjoy going for walks in the woods and having picnics outside. Children's early awareness of safety is promoted in many ways. For example, the childminder reminds children of the road safety procedures when they are out and if older children are using crayons to make sure they keep them away from the younger children as they may put them in their mouths.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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