

Inspection report for early years provision

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Inspection date	12/10/2011
Inspector	Mandy Gannon
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 has been registered since 1999. She lives with her husband and two adult sons in a detached house in the small, rural village of Ludgershall, Buckinghamshire. Childminding takes place mainly on the ground floor, with the upstairs used only for resting babies. There is a large, enclosed garden to the rear of the house. The family has a pet dog. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years; of these, three may be in the early years age group. She currently has 16 children on roll, including seven in the early years age group. The childminder attends several local toddler groups and holds the National Nursery Examination Board certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this homely setting where they make excellent progress because of the knowledge, skills and commitment of the childminder. Inspirational support is given to individual children for them to reach their full potential. Highly effective partnerships between all involved in the children's care are a key strength as they collaborate to best meet children's needs. Capacity to make continuous improvement is excellent because of the motivation and dedication of the childminder who is passionate about her role. The childminder completes highly effective evaluation of her practice, although some hygiene practice needs further refinement. She is never complacent to stand still but is always identifying areas for further improvement.

What steps need to be taken to improve provision further?

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

- developing the environment to be rich in marks, signs and symbols that take into account children's different interests and understanding.

The effectiveness of leadership and management of the early years provision

Children are highly safeguarded as the childminder has exceptional knowledge and many exemplary procedures in place. Fire safety is given a particular high profile and the record of evacuations is meticulously maintained. Through her training, the childminder has an excellent understanding of child protection issues

to respond to any concern. Extensive, frequently reviewed policies and procedures are shared with parents to fully promote children's care and well-being. These include a comprehensive complaints policy to keep parents well informed of current practice. Exceptional steps are taken to promote children's safety within the home and on outings through meticulous daily checks and risk assessment. Highly effective practices are in place to continually protect children, including the wearing of wrist bands with the childminder's contact details. Children gain an accurate understanding of how to keep themselves safe without being fearful. The childminder sensitively supports their understanding of potential hazards, for example, reminding them of what may happen if they push others. Children's safety is paramount at all times and is highly promoted in all areas of the childminder's practice, including her accurate record keeping.

The childminder has highly effective systems for evaluation which fully consider the views of parents, children and other providers. She is inspiring in her drive and determination to continually reflect on her practice and identify areas for further improvement. As a result, outcomes for children's achievement and well-being are exceptional. Children play an active role in this setting. They eagerly make choices and confidently select from resources; their interests are used very well to inform future planning. However, the use of words, symbols and numbers around the play areas is not maximised to fully enhance children's communications and decision making.

Equality and diversity is at the heart of this setting where each child is highly valued as being unique. The childminder's enthusiasm is clearly evident and she goes out of her way to meet the individual needs of each child. Children highly benefit from the childminder's well-established channels of communication with local schools and pre-schools. Other early years practitioners praise the skills and commitment of the childminder. For example, they say, 'She has an amazing gift to make every child feel like they are the most important child on the planet. Pre-school children are well prepared for transition into school.' Parents echo these comments, saying, 'She goes the extra mile and is one in a million'. Exceptional partnerships with parents and carers are established so that families and the childminder work extensively together. They all contribute to the observing, assessing and planning of next steps in learning and development to promote the best possible outcomes for children.

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

Children flourish because of the childminder's exceptional skills and expert knowledge of how they learn and develop. The childminder's teaching is inspirational as she actively listens and supports individuals. Children are well supported to become fully engrossed in their activities, for example, as they make food in the kitchen. They excitedly join in songs and enthusiastically take turns to sit on the childminder's knee as they follow actions while laughing with excitement. Their thinking is skilfully extended as they confidently discuss what they can see on toys they have selected, such as puzzles. For example, they identify star shapes

and, in response to the childminder's questioning, burst into the song, 'Twinkle twinkle little star'. Children enthusiastically help to prepare and participate in craft activities, for example, to make a collage using leaves they collected that day.

Children develop an exceptional sense of belonging and self-worth as they proudly show the display of foot prints made only the day before. Their confident talk about people who are important to them is highly supported by the childminder's extensive knowledge of their background and individual needs. Children develop outstanding skills for the future as babies and young children are active, inquisitive learners and all play a dynamic role in the setting. They have an exceptional understanding in relation to their place in society. They frequently visit local groups and take care of one another at play times in school which supports their transition into school.

Children are highly motivated to follow a healthy lifestyle. They benefit from daily access in all weathers to fresh air and exercise. They move freely between the house and garden, enjoy walks in the area and visit local parks and attractions. Children show an excellent understanding of healthy eating as they discuss the foods they like. They freely access water throughout the day. They choose what they would like to eat in their nutritious snacks and meals and enjoy shopping to select ingredients to bake. Children are well aware of, and follow, many good hygiene practices; however, their sense of concern for their own personal hygiene is not always heightened by nose-wiping procedures.

Children successfully demonstrate a strong sense of security and feeling safe as they move around the setting. They are extremely confident and competent as the childminder supports them exceptionally well in developing their awareness of safety. This is achieved through high quality interaction and well-known routines that promote children's safety. Children feel secure as relationships with the childminder and their friends are excellent; they cuddle each other and say, 'I love you.' Children highly benefit as the childminder's calm, consistent role-modelling skilfully enables them to understand the expected behaviour. As a result, their behaviour is exceptional and they all feel highly valued as individuals.

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

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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