

Inspection report for early years provision

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Inspection date	03/10/2011
Inspector	Maxine Coulson
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 2010. She lives in a three bedroom town house on a residential road in Fishermead, close to the centre of Milton Keynes. Childminding takes place on the ground and first floors only. There is a fully enclosed garden for outdoor play. Her home is within walking distance of local shops, parks, pre-schools and schools. The childminder registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under the age of eight years. She currently has six children on roll, of these, two are in the early years age range and one is over eight years. Children attend for various days and sessions. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are clearly flourishing in this stimulating, caring and immensely inclusive environment. Learning for all children is fun and meaningful and they are making excellent progress in all areas of learning. Children's welfare is promoted exceptionally well in partnership with parents. Overall, the childminder strives hard to work with other professionals involved in the children's care and learning. She demonstrates an excellent ability to maintain continuous 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:

- considering further ways to fully establish partnerships with other early years settings to promote consistency of care and learning for the children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well because the childminder has a very secure knowledge of the possible signs of abuse. She is very clear about the procedures she would follow should she have concerns about children in her care. She has attended relevant training and is very keen to attend a course at a higher level to extend her knowledge even further. Children receive care in a home that is entirely safe and secure because the childminder is very alert to any hazards and takes steps to reduce or eliminate them. She carries out detailed risk assessments of her home and for all outings and reviews them regularly. Her excellent provision is underpinned by robust policies and procedures that are very effective in

practice.

Children thrive because the childminder has a very clear vision and is totally committed to the provision of high quality childcare. She maintains extremely high standards and is constantly reflecting on her practice to improve the outcomes for children. She attends training courses whenever possible and consistently updates her knowledge of current early years practice issues. Children enjoy the use of very high quality resources that support their play and enhance their awareness of diversity. Toys and resources are stored so that children can safely reach them and older children are fully included in deciding how and where these are placed. The childminder makes sure that every child is extremely well valued and as a result they show high levels of well-being. She encourages them to value and respect all cultural backgrounds and to have respect for the different ways people live.

Children benefit from excellent continuity of care, because the childminder works very closely with their parents. She gains detailed information about children's particular needs and agrees strategies to support their individual development. Children are very well placed to continue their learning at home because parents are fully aware of what they are doing and learning with the childminder. She makes excellent use of a daily diary that includes many photographs to support verbal communication with parents. Parents also have regular access to children's learning journeys and children's interests at home are sought so that the childminder can bring these into her planning. The childminder works hard to establish relationships with other early years settings that children attend. She is currently unable to fully promote consistent experiences for the children, as she is waiting for information about activity planning. However, she is well aware of the benefits to children and continually seeks to engage with other professionals.

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

Children have a wonderful time with the childminder who welcomes them all into a warm and highly stimulating environment. As a result, they feel safe and secure and settle in very quickly. They behave well and are very enthusiastic learners. They are making excellent progress towards the early learning goals. This is because the childminder has a very secure understanding of how to plan and provide exciting activities that are centred on children's current interests. Therefore, their individual learning needs are promoted exceptionally well. Children are happy and demonstrate a very secure bond with the childminder. For example, they readily approach her to join in with their play or for a spontaneous cuddle. Children are very keen to explore the toys and activities on offer. They spend time engaged in self-chosen play, for example 'bustling' around the play kitchen and putting 'dinner' in the oven. The childminder responds extremely well to the children, getting down to their level to enter into their play. For example, she joins in as they play under the stairs in the 'den' with torches to make shadows on the wall. They read stories together, as younger children snuggle up on the childminder's lap. They eagerly carry out the actions that come with a favourite and well-loved story. Older children have their own book den, where they can relax

on large cushions and look at books for their own enjoyment.

Children have access to a wonderful range of toys and equipment that are extremely well organised. The childminder conducts sensitive and perceptive observations on children and shows she truly knows them well. She uses these observations to plan activities in line with what children enjoy and want to do. Children's learning journals are filled with photographs showing them immersed in purposeful play. The childminder makes excellent links to the six areas of learning to demonstrate how well the children are actually developing. The excellent range of experiences available to children helps them develop many skills for their future learning.

Children feel safe and secure because the childminder uses exceptional practices to ensure they develop a sense of security and belonging. For example, children have books with photographs in them of themselves and other people known to them, which clearly help them to feel secure. Children develop an excellent awareness of safety, for example, as they wear high visibility vests for outings. They have even practised using whistles to alert the childminder in the unlikely event of becoming separated from her in the woods. This exceptional input clearly heightens children's awareness of personal safety.

The childminder places a high emphasis on healthy eating and provides children with tasty yet nutritious snacks. Parents currently provide the food for main meals and are encouraged to consider healthier options for their children. The environment is warm and clean with very high standards of hygiene, which the children are encouraged to follow. They all bring in their own toothbrushes and clean their teeth after meals helping to keep their teeth healthy and clean. Children's good health is further promoted through the regular opportunities for them to develop their physical skills and be out in the fresh air. They enjoy walks to local parks or playing in the delightful garden. Children explore their way through flowers and plants, catch sight of themselves in mirrors and hunt for 'treasure'. They are fascinated by long lines of beads and mirrored wind chimes, as they swing, sparkle and shimmer in the sun. The outdoor environment promotes children's learning and sense of well-being exceptionally well.

Children are fully supported and included in all areas of play. The childminder promotes children's social skills in sharing and turn taking and has clear and appropriate boundaries in place. As a result, children learn right from wrong. Children are proud of the many displays of posters, pictures and art creations on the walls. Collage pictures made out of leaves, wood, bark, seeds and anything else they find on nature walks are proudly displayed for all to see. Children receive an abundance of ongoing praise from the childminder for their achievements and for managing tasks independently. This means their self-esteem is extremely well fostered and they are positively flourishing in this highly stimulating and engaging environment.

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	2
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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