

Inspection report for early years provision

Unique reference number	141600
Inspection date	22/11/2011
Inspector	Carol Willett

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 1995. She lives with her husband who is registered as her assistant. She has two adult sons who live away from home. They live in a residential road in a four-bedroom house in Olney, Buckinghamshire. The house is within walking distance of shops, a park, pre-school and schools. The whole of the ground floor is used for childminding. Children only go upstairs to sleep. There is an enclosed garden available for outside play.

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 six children under the age of eight years, of these three can be in the early years age range. When working with an assistant she can care for 12 children under eight years of which six can be in the early years age group. She currently has 18 children on roll, of these eight are in the early years age group and seven are over the age of eight years. Children attend for a variety of days and sessions. The childminder is a member of the National Childminding Association. She is working towards a level 3 childcare diploma.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive and make excellent progress in their learning and development as the childminder provides a safe, stimulating and inclusive setting. Relationships with parents are extremely positive and trusting, there is generally very good liaison with other settings children attend. The childminder is passionate about childcare and she has a highly professional approach undertaking further qualification training to update her knowledge and skills. She regularly reviews her provision through an extremely effective self-evaluation process and her capacity to maintain continuous improvement is excellent.

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 further the links with other settings children are attending in order to share and compliment learning and maximise development potential .

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is extremely well promoted as the childminder has an excellent awareness of her role in safeguarding children. She regularly updates child protection training and has a comprehensive understanding of procedures to follow should there be any concerns. Her clearly written complaints and safeguarding procedures are fully shared with parents. Children stay safe as the childminder carefully supervises them including when they sleep. She completes robust risk assessments both in her home and on outings and she has very effective daily checking procedures to ensure that children are kept safe. The childminder uses every opportunity to help children learn about keeping themselves safe through effective questioning and discussions during their play. She teaches children to use resources safely as they climb onto their chairs to sit at the table for lunch and play activities, for example. Children learn about road safety when out walking and they are involved in regular fire drills so they are confident and aware in an emergency. The childminder and her assistant husband keep up to date with first aid training so they can act promptly in the event of accidents.

The childminder has extremely well organised documentation and a comprehensive range of policies and procedures which very effectively underpin her practices to promote the welfare of the children. She has a strong commitment to equality and diversity ensuring all children are included and plans for their individual development. She organises her home and excellent range of toys exceptionally well so children can be independent and make lots of choice in their play and learning. The childminder has fully embraced the Early Years Foundation Stage and has excellent systems in place for identifying and meeting children's individual needs and interests and planning around these. Children's development records contain regular observations and the childminder effectively identifies their next steps in the learning. The sequence photographs illustrate extremely effectively children's progress and achievements.

The partnership with parents clearly promotes continuity for the children. Parents are fully included and involved as they receive ongoing feedback about their child's achievements. Parents are extremely happy and complimentary about the care their children receive. They say 'her care is excellent' and she is 'unfailingly kind with a great sense fun'. The childminder is very well known locally and she has established strong relationships with local preschools and schools, which promotes the continuity of care for each child. The childminder tries to share children's learning but development records are not fully shared between settings.

The childminder is highly motivated and exceptionally enthusiastic about her practice. She has extremely high aspirations for quality through ongoing robust self-evaluation identifying areas of improvement. She is committed to improving her knowledge through undertaking qualification training aiming to complete her diploma in the fastest time. She attends workshops that interest her, such as in children's emotional development. The childminder's capacity for continuous

improvement is excellent.

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

Children learn about healthy lifestyles and their individual health and dietary needs are extremely well promoted. The childminder has excellent hygiene procedures which ensure children play in a clean and well maintained environment. Children develop an excellent understanding of good personal hygiene through effective daily routines. Children eat healthily as the childminder carefully discusses her healthy eating policy with parents. Children know milk makes them strong and water is good for them. Gardening activities further develop children's understanding as they help plant and grow flowers and vegetables and they put their banana skins in the compost bin. Children follow excellent hand washing reinforced by a poster in the cloakroom. Children have exciting opportunities to develop their physical skills and promote good health, they love to go to parks where they use larger equipment and can run and climb freely. Fresh air is part of daily routines through play in the well organised garden, walking to school and visiting local shops. Children develop a love of exercise as they dance and move to music through planned indoor activities.

Children are extremely lively and confident and they play happily in a very welcoming, stimulating and child-friendly environment. They show they feel extremely safe whilst exploring the high quality toys and activities throughout the ground floor. Children develop a very good awareness of safety as fire drills are practised regularly and road safety is discussed when out on walks. Young children demonstrate they know the rules as they wait for the childminder to get the ball that rolls into the room where older children make models with building bricks. Children have extremely close relationships with the childminder. She is exceptionally warm, caring and attentive and has an obvious love of being with the children giving them constant attention. The extremely positive environment enables children to behave exceptionally well and they happily cooperate when it is time to pack away the toys and have a sleep after lunch.

Children make excellent progress in their learning as the childminder provides an extremely stimulating environment. The childminder is very skilled at managing the variety of ages. She ensures each child is supported and babies get individual attention during the day through her very effective organisation. Children thrive as they are actively engaged by the extremely effective teaching skills of the childminder. They freely share their thoughts and offer their ideas and respond to the childminder's questions with great enthusiasm. They find their names in the basket and easily identify their siblings' names. Children excitedly talk about their pictures and what they were doing in the photos as they measure the height of the sunflowers they grew in the summer. Children actively choose from the exceptionally well resourced home. They are extremely confident communicators and happily initiate conversations. The well supported adult planned activities, such as play dough develop children's skills across all areas of learning. Children are confident with numbers and counting and show an understanding of size as

they talk about the different size cakes they make with play dough. They talk about numbers colours and shapes as they use cutters and choose which colour they want. Children learn about the wider world as they go on nature walks, and enjoy creative activities, such as painting and play dough spending a good amount of time at activities due to the excellent support from the childminder. Children develop literacy skills as attractive books are easily available and the childminder has very good story telling skills actively involving the children in the book. Children have exciting opportunities to develop knowledge of the wider world. They go on regular outings to parks and farms where they look at the wildlife. The childminder has an excellent understanding of how to support children and consequently they are making excellent progress in developing their future skills.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----