

Inspection report for early years provision

Unique reference number	107735
Inspection date	23/11/2011
Inspector	Sonjia Nicholson

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 was registered in 1999. She lives with her two children, aged 15 and 21 years, in a house in the Waterside area of Chesham, Buckinghamshire. It is close to the local school, Sure Start Centre and parks. Children have use of all rooms on the ground floor where there are facilities for a child to take a day time nap and go to the toilet. There is a fully enclosed garden available for outside play. The family has a pet cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a total of six children under eight years at any one time. There are currently six children on roll, four of whom are within the early years age group. 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 make excellent progress in their learning and development within this nurturing 'home from home' environment. This experienced and capable childminder knows the children extremely well and supports both them and their families both practically and emotionally. The childminder strives to make changes that will improve outcomes for children and has kept her practice up to date by attending many courses. The childminder has considered most aspects of her service through the self-evaluation process.

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 resources that help children gain an awareness of the cultures and beliefs of others.

The effectiveness of leadership and management of the early years provision

The childminder is extremely well organised. She creates a very safe environment for children by undertaking detailed risk assessments of all areas of the home and garden. The childminder is vigilant in her supervision of children and helps them learn how to stay safe by practising the evacuation drill on a regular basis. As a

result even quite young children are able to describe what happens when the smoke alarm is activated. The childminder has a secure understanding of the procedures to follow if she has concerns about a child; this knowledge is based on her experience in a previous job and through on-going safeguarding training. She has created a folder to store all the relevant safeguarding information, including contact numbers she may need along with her own policy. The childminder ensures all accidents are dealt with effectively and any injuries sustained by children at home are recorded and discussed with parents. Children have access to a good range of toys and resources that support all areas of their learning. For example, they happily play with a pirate ship where they make the pirates climb up the ropes and slide down. This causes great hilarity and they whizz the cars down the ramps on the garage. There are some good resources that help children learn about diversity, such as, dual language books and play figures depicting different races, ages and disabilities. The childminder recognises the need for more specific items to help her celebrate particular festivals and events, such as, Diwali or Chinese New Year. She is keen to explore a local service where these types of resources can be borrowed.

Children are recognised as individuals by the childminder who tailors their care accordingly, for example, she has learnt a few words of a child's first language so she can communicate effectively with them. The childminder has developed an extensive knowledge of the children based on information gained from their parents and her on-going observations. She enthusiastically describes their achievements and current stage of development. For example, how a child has formed a strong attachment to her and the other children and is now much more sociable when out and about and how she is helping another child develop their concentration in preparation for starting pre-school. Children's views are considered by the childminder who gives them lots of choices within the setting. For example, they choose what food to eat and what colour bowl they want to eat from at snack time. The childminder has made a visual aid using photographs of all the toys available. This is to help very young children with little or no language, or those who speak English as an additional language, to decide what they want to play with.

The childminder has established tremendously successful relationships with parents who have provided feedback for this inspection. This demonstrates how highly they value the service provided and appreciate the childminder's personal qualities. They describe her as being 'professional, pleasant natured, highly competent, responsible, caring and warm'. Parents feel she provides a safe, stimulating environment that is always clean and welcoming. They say their children love going and enjoy the wide range of toys and games available. The childminder has helped families through difficult situations showing sympathy and offering practical support and advice. One parent says 'she has made a huge contribution to mine and my children's lives'. The childminder provides a wealth of information for parents so they feel involved in their child's care, learning and development. For example, she produces a comprehensive newsletter detailing the forthcoming themes and associated planned activities. It includes reminders regarding children's care, such as, to bring warm, waterproof clothes so they can play outside whatever the weather. Parents receive feedback either through a daily diary or verbally at collection time; the childminder also keeps them updated

throughout the day with text messages and electronic mail. The childminder is proactive in her approach to developing partnerships with other providers and has several effective strategies in place to share information about the children in order that they receive a consistent learning experience. The childminder is keen to drive her business forward and during her childminding career has kept her practice up to date by attending training and by developing a strong link with an early years advisor with whom she has regular contact. The childminder reflects extremely well on her many strengths and areas for development but self-evaluation documentation does not always show the impact these have on children or highlight all of her plans for the future.

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

Children feel safe and are very content within this familiar environment. For example, one child sings throughout the morning displaying confidence and a strong sense of belonging. Children relate extremely well to the childminder's calm, kind, loving manner. They settle well following several pre-visits during which the childminder shares her professional portfolio of information with parents and discusses children's individual needs. Children enjoy a variety of nutritious home made meals as detailed on the weekly menu and are involved in regular cooking activities which helps them learn about healthy eating and where food comes from. Children's dietary requirements are given high priority by the childminder who provides suitable alternatives, for example, fish and soya based products for vegetarians. Children choose their own snack and are involved in its preparation. For example, they wash the grapes and remove them from the stalk and cut cheese into small cubes to accompany their breadsticks. All food is prepared in a spotlessly clean environment following guidance covered on a food hygiene course completed by the childminder. Meals are taken at the table where children are encouraged to develop good table manners and social skills, such as, saying 'please and thank you'. There are abundant opportunities for children to develop their physical skills and gain exercise in the fresh air. They walk down to the river to feed the ducks, play in the childminder's garden and go to play parks where they increase their coordination and confidence on large equipment. Children develop excellent hygiene habits. The childminder supports them well when they are toilet training so they are able to manage their own personal care. Children make a positive contribution to the setting as they behave very well. Minor disputes are dealt with skilfully by the childminder so children learn how to share, take turns and play harmoniously. Children benefit from the childminder's commitment to developing her skills, most recently by attending a 'Promoting Positive Behaviour' course.

Children are highly motivated and enthusiastic learners. They relish the wide range of activities offered by the childminder and flourish within the stimulating environment which contains displays of photographs, posters, labels and toys that are set out within their reach. Children develop their love of books by listening to favourite stories read by the childminder. They are beginning to experiment with mark making by using a variety of tools, such as, chalks on the patio outside,

crayons, pens and paintbrushes. Children engage in music making with a selection of instruments and explore different media to express themselves creatively. For example, they make poppies to celebrate Remembrance Day, make and decorate cupcakes and enjoy representational play with the new play kitchen and food. This follows a visit to a cafe linked to the theme of 'Cupcakes and Cafe's'. Children's progress is monitored through worthwhile observations made by the childminder; they demonstrate clear links to the early learning goals and show children's next steps in learning. The childminder uses this information and her exceptional knowledge of the learning and development requirements to successfully plan for individual children; as a result, they make excellent progress. Children gain new experiences as they use local facilities, for example, they visit a soft play centre, attend several toddler groups and enjoy the 'stay and play' session at the Children's Centre. Children develop their skills for the future as they use information and communication technology to support their learning. For example, they investigate an interactive reading system, use a digital camera to take their own photographs and play with 'cause and effect' toys, such as the play cooker, which makes realistic cooking sounds when a button is pressed. Children thrive in this outstanding provision.

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	2
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

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