

Inspection report for early years provision

Unique reference number	EY334289
Inspection date	16/01/2012
Inspector	Hilary Preece
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 2012

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 was registered in 2006. She lives with her husband, one child aged six years and three-year-old twins. They live in Luton, Bedfordshire, within walking distance of local shops and schools. The whole of the house is used for childminding with the exception of a first floor bedroom. There is a bathroom on the ground floor and children only use the first floor for sleeping. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet tortoise and fish.

The childminder is registered on the Early Years Register to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years for which she is registered and both the voluntary and compulsory parts of the Childcare Register.

The childminder is a member of the National Childminding Association and is accredited to offer funded nursery education for three and four-year-olds. She holds a Level 3 qualification in Children's Care, Learning and Development and has completed a quality assurance scheme. She is trained in using Makaton sign language and has experience of caring for children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The exceptional attention given to each child and exemplary partnerships with parents and agencies are key strengths and ensure the needs of all children, including those with additional needs, are met extremely well. Consequently, children make significant gains in their learning and development, given their starting points. Efficient and well-organised systems ensure children's safety, health and well-being. Rigorous self-evaluation and monitoring of all aspects of the provision mean there is significant capacity 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:

- continuing with plans to reorganise space and resources to provide enhanced opportunities for children to fully explore and learn in secure and safe, yet challenging, indoor spaces.

The effectiveness of leadership and management of the early years provision

Children's safety is assured because the childminder is extremely confident in following guidelines issued by the Local Safeguarding Children Board. She has robust knowledge of safeguarding issues, keeps accurate records and ensures any concerns are followed up appropriately. She refreshes her knowledge through regularly updating her safeguarding training. Children are supervised very closely and further protected because all adults within the household are suitably vetted. Robust procedures are followed to keep children safe and well and meticulous records maintained to as part of the safe and efficient management of the setting. These include, seeking expert advice from fire, health and safety organisations in drawing up risk assessments and fire evacuation procedures. Regular checks of fire equipment and evacuation drills are carried out.

Relationships with parents are a significant strength. Extremely effective two-way communication enables information about each child to be gathered and used to plan for their individual needs. As a result, children settle in very quickly and trusting relationships are built. Parents are provided with comprehensive feedback about their children's development and progress and actively contribute to the life of the setting. A recent multicultural week involving all of the children's families brought everyone together to celebrate their cultures and beliefs. Parents report this event was very much appreciated and builds a strong sense of community and respect within the setting. The childminder works very closely in partnership with other agencies and professionals. For example, to support children who also attend other settings she arranges a visit to meet their key worker to devise common plans based on their observations which ensures a consistent approach to learning.

The childminder is highly ambitious and enthusiastic. She is well qualified and plans to further develop her skills and knowledge by working towards additional qualifications. Self-evaluation and reflection are integral to her daily practice and used extremely well to analyse what is done well and where further improvement can be made. The childminder accurately recognises her strengths as being able to communicate extremely well with children and parents and thus build highly effective partnerships. The views of children and parents are continually sought and used in bringing about change. Plans for the future are targeted to further enhance the outcomes for children. An example of this is her plan to extend her home to provide a designated indoor play room for the children where they can explore the range of resources available within the setting with even greater independence and confidence. Significant improvements have already been made to developing a safe and stimulating outdoor learning environment but as children currently use two different indoor play areas it is sometimes hard to monitor both areas equally.

Through a scheme to enable disabled children to access childcare the childminder offers exceptionally sensitive care to children and their families, who have special educational needs and/or disabilities. This includes completing specific medical training to enable her to support their needs very effectively. Parents report this is particularly reassuring and makes a significant difference to them. She strives to

overcome any barriers to progress by seeking solutions. For example, using sign language in addition to verbal language enables those with communication difficulties to gain confidence in speaking and builds their confidence. Consequently, all children are given the chance to thrive in this inclusive environment.

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

Children feel exceptionally safe and secure as demonstrated by warm and close relationships. They learn to behave very well because clear explanations and boundaries are set. They are encouraged to share from an early age and as they get older learn to resolve any conflicts between themselves. This helps their ability to negotiate and to take responsibility for their own actions. Expectations for their safety are clearly explained so they understand, for example, how to keep safe when using the trampoline or when out and about. Excellent use of books, leaflets and road safety packs help the children gain good understanding of the need to be safe. Older children draw posters and notes to illustrate the evacuation procedure which gives them a real sense of understanding and responsibility.

Children lead very healthy lifestyles. Inventive ideas, such as, using charts to record and assess what they eat and drink help them learn about good diet and how this benefits their health. Meals provided are well balanced and nutritious. Babies are keen to feed themselves and encouraged to become independent in using cutlery. Stringent hygiene practices are carried out to ensure children remain well and the risk of cross-contamination is reduced. These include, children having individual bed linen and towels and access to hand sanitizer, tissues and wipes.

Children make excellent progress in their learning and development given their starting points. The childminder has extensive knowledge of the Early Years Foundation Stage and is meticulous in the way she plans experiences based upon each child's individual needs and interests. She has developed a rigorous system for observing, assessing and planning and keeps very detailed records to show children's achievements and identify where further support is needed. She monitors these frequently and shares them with parents so together they are fully involved in supporting children's progress.

The environment is bright, welcoming and highly stimulating. Outdoors is particularly well planned with an array of interesting and unusual resources that encourage exploration and fun. They practise early writing skills by using large chalk boards secured on fences, develop fine motor control by weaving ribbons through a trellis frame, climb on large apparatus, watch streamers blowing in the wind and listen to musical chimes. Indoors children use a wealth of posters and interactive displays to develop understanding of number and colour, for example, displays of children's work and photographs of their family members enrich the environment and make positive links between the setting and home.

Children confidently explore and access the resources. An inviting and well-resourced book corner encourages children to develop a love for books and share

songs and rhymes. A particular favourite is an interactive book containing photographs of the children's parents and grandparents with recordings of their voices to which babies respond with delight. Children have many other opportunities to explore technology as they use paint programmes on the computer and communicate using toy mobile phones. A sensory corner with lights, sounds and projected images on the wall stimulates children's sense of curiosity. Children have excellent opportunities through role play and dressing up to learn about their own cultures and beliefs and to develop respect for and understanding about others. They enjoy playing shopping games and writing lists.

Children are given significant responsibility to play a part in the setting and in the wider community. An example of this is the childminder inviting her retired neighbours to help the children plant seedlings or collect items for charity. Children take great pride in choosing which vegetable varieties to plant and helping them flourish by ensuring there are plenty of worms in the soil. Sunflowers are grown and measured to see which one grows the tallest. Children therefore, develop the skills and knowledge they require as the basis for future learning through many practical and fun activities and experiences.

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
--	-----