

Inspection report for early years provision

Unique reference number	EY435496
Inspection date	22/05/2012
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 registered in 2011. She lives with her partner and child aged two years in a house in the village of Wendover in Buckinghamshire. Her home is in walking distance of schools, pre-schools, a children's centre, a library and play parks. Children have use of most rooms in the home including the lounge, kitchen and conservatory on the ground floor. Toileting and daytime sleeping facilities are situated on the first floor. There is an enclosed garden available for outdoor play. The family has two cats and a rabbit as pets. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time; of these, two may be in the early years age group. She has a variation in place to increase the number of children cared for in the early years age range from two to three on Tuesdays and Thursdays. She cares for a number of children with special educational needs and/or disabilities. The childminder is a member of a local childminding network and holds a Foundation Arts Degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this highly welcoming and stimulating environment where the childminder recognises them as unique individuals and fully meets their needs. The childminder plans a wealth of innovative and imaginative activities and experiences that, overall, cover all areas of learning. As a result, children demonstrate high levels of independence, curiosity, imagination and concentration and make significant gains in their learning and development. The enthusiastic childminder is highly committed to providing a professional service and gives extensive thought to how she will continuously improve. For example, she reads childcare articles to keep fully up-to-date with current thinking. She also implements new ideas into her practice, such as discovery boxes using natural and sustainable materials.

What steps need to be taken to improve provision further?

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

- providing opportunities for children to celebrate past and present events in their own lives and in those of family members and other people they know.

The effectiveness of leadership and management of the early years provision

Children benefit from the childminder's exceptional organisation. She has a comprehensive understanding of how to safeguard children and has very well established policies and procedures in place. The childminder has extensive knowledge about referral processes if she has concerns about a child and maintains very clear records of existing injuries and accidents. Highly detailed risk assessments help to ensure an entirely safe environment along with direct action whenever needed, for example, mopping up spilt water. Children practise the evacuation drill on a very regular basis so they learn how to leave the home quickly and safely.

The childminder's home is highly conducive to learning. Children's excellent outcomes are clearly attributed to the extensive range of toys, resources and equipment available. The vibrant, outdoor area has many opportunities for children to develop all areas of learning, particularly their understanding of the world. For example, they investigate a small, tin bath filled with water and plastic frogs and dig using various implements in the box of soil. The childminder is taking highly-considered steps to ensure resources and the environment are fully sustainable. For example, children plant, nurture and harvest vegetables and use a variety of natural materials in their play, such as, stones, sticks and shells. Children walk locally to reduce their impact on the environment and visit the village market to purchase fruit and vegetables for snack times.

The childminder fully promotes equality and diversity and is highly effectively at ensuring children are well integrated in her home. She has an exceptional knowledge of each child's backgrounds and needs and has developed excellent partnerships with other early years providers and parents. As a result, all children, including those with special educational needs and/or disabilities, receive a fully coherent, learning experience. The childminder extensively shares information at regular meetings with pre-school staff and has, with parents' consent, initiated meeting of all providers to look at ways of supporting children's differing needs.

Through an exceptional, self-evaluation process, the childminder fully identifies her strengths and areas for development. As a result, she focuses on a clear, achievable plan for the future to drive her business forward. This includes putting her previous experience and substantial, childcare knowledge to excellent use. For example, she has joined the local childminding network, which provides flexible quality care for children and young people who have additional needs, and support for teenage parents. She has accessed further training to promote children's understanding of mathematics. The childminder has proactively sought, and highly values, the views of parents and children when appraising her service.

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

Though they have been with the childminder for a relatively short time, children have a strong sense of belonging so they feel safe. They respond well to the childminder's calm, kind manner and her constant praise increases their confidence and self-esteem. Children's achievements, such as putting their boots on for the first time, are recorded and added to the 'wow wall' so everyone can celebrate. Children are learning how to manage their own behaviour and consider the needs of others with the support of the childminder. She helps them resolve minor squabbles and think about how they use their body to project messages. For example, she praises children for verbally expressing how they feel; she tells them she does not like the way they use their arms to push others away. Children have a good awareness of their local community through their daily walks to and from pre-school. They walk past the canal and visit a park for physical play. They effectively celebrate world festivals and religious events, such as Chinese New Year. However, they have yet to focus on past and present events in their own life and in those of family members and other people they know.

Children show an excellent awareness of healthy eating, using the 'choosing board' with pictures of fruit and vegetables. They add such pictures to the shopping list and use this to inform their weekly trip to the local market. They devour tasty lunches eaten together at the table outside to reinforce their social skills. Children recognise when they feel thirsty and ask the childminder for a drink or pour their own from the small jug provided. The childminder encourages them to apply their own sun cream and choose which hat to wear for protection from the sun.

Children take great delight in their surroundings and play a dynamic role in their learning, offering ideas and participating with great enthusiasm. For example, one child excitedly opens a parcel containing underwear with his favourite television character in readiness for toilet training; others enjoy feeding the pet rabbit. The childminder significantly enhances children's communication skills. She chats freely to them, asking questions and using new vocabulary. For example, she explains what 'chives' are and what 'being patient' means. She makes extensive use of communication symbols and sign language so children express themselves very confidently. For example, a child signs the 'red' when the childminder asks what colour fork she is using in her game with dough. The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that fully meet children's needs and develop their excellent skills for the future. For example, children calculate and solve problems as they weigh apples on scales and imitate real life situations, making 'dinner' in the 'house'. Children's interests are fully incorporated into planning so they outstandingly explore their ideas and 'schemas', such as with car hubcaps. Children extensively socialise with others at a toddler group and attend a music session where they explore instruments and sing familiar rhymes. Planned trips provide exciting learning opportunities, including to an animal centre, library and post office. Assessment is rigorous and contains a wealth of photographs and in-depth observations demonstrating high levels of achievement. Parents share these at regular formal meetings so they are fully

involved in their child's current stage of learning and development.

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	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
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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