

Inspection report for early years provision

Unique reference number	EY432139
Inspection date	29/05/2012
Inspector	Susan Marriott
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 2011 and holds a relevant childcare qualification. She has 18 years of childcare experience working as a nanny and in day nurseries. She lives with her husband and two children aged six years and 20 months old in a house in the Weatherby district of Dunstable. She is able to walk to the local school to take and collect children. The whole of the childminder's house is used for childminding with the exception of the main bedroom and the kitchen. The rear garden is available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years, of whom two may be in the early years age range. There are currently three children on roll within the early years age range. 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.

This newly established childminder has quickly and successfully consolidated her exceptionally high quality of care and education for children in this welcoming and child-friendly setting. A key strength is the extremely positive atmosphere which permeates every aspect of the daily routine. She meets the differing needs of children with great success, promoting children's rapid progress towards the early learning goals and ensuring that they are able to participate in all activities in a fully inclusive way. Partnership with parents and others are excellent. She is passionate about her role and demonstrates an outstanding ability to identify areas for development, enabling the continuous enhancement of daily care and learning experiences for children.

What steps need to be taken to improve provision further?

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

- enhancing the outdoor learning environment for children.

The effectiveness of leadership and management of the early years provision

The childminder makes excellent use of her childcare experience to offer an excellent standard of care and education to the children. Children clearly feel secure and settled within this extremely well-organised environment, supported by detailed electronic documentation. The childminder demonstrates a robust understanding of safeguarding children and a very high level of commitment to promoting children's safety. The childminder and her husband hold suitable

Criminal Records Bureau checks. Thorough risk assessments are in place and recorded electronically. Very good domestic safety measures are in place and fire evacuation plans are practised weekly with the children. Consequently, dangers are substantially minimised and children's safety is fully secured.

The childminder is demonstrably enthusiastic about her work and is highly motivated to make changes that drive improvement and enhance the outcomes for children. For example, she uses self-evaluation as a highly effective tool to constantly identify and address areas for development. Many recent improvements to her practice include the construction of a sensory area in the garden and the cementing of loose stones to prevent accidents. The enclosed driveway has been separated from the main garden to enable older children to ride their bikes without the danger of squashing the tiny toes of the toddlers. However, the childminder agrees that there is further scope for enhancing the outdoor learning environment. The childminder has purchased a table for the toddlers to sit at so their feet are on the floor. Coloured signage on the doors of the toy cabinet is changed weekly to help the children to learn their colours. After consultation with parents, the childminder now does all her observations using the dictaphone which makes them much more detailed and accurate.

The childminder has developed very good partnership working with others sharing the care and education of the children. For example, she involves other childcare partners in a visit to a mother's garden to study the insect life and growing vegetables. A very strong commitment is shown to inclusive practice and the childminder does all she can to ensure that her setting is open to all and that she is able to meet their specific needs. For example, she is currently acquiring a wide range of sensorial resources to support children joining the setting. Planning takes account of a wide range of festivals and special events, including a recent 'Spanish Day'. Children are helped to understand differences with enhanced levels of sensitivity and understanding. For example, boys and girls notice differences between each other at nappy changing time.

The childminder has established excellent partnerships with parents, who speak with overwhelmingly positive conviction and proclaim that their childminder is outstanding. One parent highly commends the childminder for her valued support with 'separation anxiety'. Robust documentation, policies and procedures ensure a positive start to the contract and the childminder keeps parents and carers well-informed of their children's welfare and learning progress through her electronic management systems and regular discussions. For example, parents can access photographs and videos of their child's learning during the day and are able to access their children's progress records whenever they wish. They value being able to log on to the childminder's system whilst at work and being able to see what their child is doing. The views of children are also taken into account. When asked if they like coming to 'Chollies', they say 'We don't like it...we love it!'

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

Parents testify that this exceptional childminder is professional, caring, totally supportive of them and their children and that their children 'love her to bits'. Babies are reported to 'flap their arms with so much excitement that they nearly fly through the door!' The ethos of 'Chollies' is that if the children are happy, then the parents are happy and vice versa. Parents are so delighted with the service that they eagerly await the arrival of the inspector so that they can provide personal testimony that this is an outstanding setting. They speak enthusiastically about the 'highly personalised learning' and levels of care which are 'second to none'.

Children are looked after in an extremely safe, secure environment where they have room to develop their independence and knowledge in all six areas of learning through excellent planned experiences and purposeful play. The childminder talks continually with the children, totally devoting her time and attention to them. She blows bubbles for them to catch and pop and bursts into song about a turtle. Children squeal with delight as they take turns to run to pop the bubbles and watch them blow over the fence in the breeze. Every day the childminder organises a singing session and children sit on the grass in the sunshine, making choices about which musical instrument they will play. The childminder puts her own wording into popular songs to include mathematical language for position. For example, 'up and down', 'open and shut'. She demonstrates a natural empathy with children and follows up their comments about the tadpoles in the tank with topical songs about frogs. The daily routine is punctuated by familiar songs, for example, at tidy up time and bed time.

Time spent interacting with and supporting children's play enables her to effectively observe their abilities and assess the stage that they have reached in their development. She is then able to plan activities that will encourage their progress by building on what they already know and can do. She delivers extremely well-planned activities, keeping children purposefully occupied, whilst enabling them to make choices and decisions based upon what they want to do. Indoor and outdoor activities cover several areas of learning simultaneously, so the children benefit from enriched learning experiences and social interaction. They develop social skills and develop their interests because they regularly meet other children at the childminding home, at toddler groups and outside venues.

The children willingly help to tidy and clear up the toys before washing their hands for lunch and use paper towels prevent the spread of infection. They know the house rules and remind the inspector to sit down with her drink, demonstrating a growing awareness of safety issues. There is always self-serve fresh fruit available and they enjoy healthy, traditional home-cooked food. They receive 'taste tokens' as a reward for trying unfamiliar foods and are keen to be proclaimed 'Star of the day' or 'Twinkle of the day' for doing well. Children are encouraged to be supportive of their peers and to join in with the applause or 'Round of claws' at the end of the day.

Behaviour management is superb and children are polite, responding well to the

high expectations of the childminder. She accentuates the positive in every possible aspect of the daily routine, promoting children's independence and self-esteem. For example, the childminder has a 'Growing good step' where she sprinkles special dust which rises through children's bottoms as they reflect on any rare misdemeanours.

Children have outstanding opportunities for fresh air and exercise to support their physical development. They walk everywhere with their childminder including the daily school delivery and collection routine. The childminder regularly takes the younger children on country walks, giving them time to amble and walk at their pace whilst they explore. This enhances their experiences and lets them learn about their environment at their own level. Children have a wide variety of garden toys to share and play together with whilst building a strong sense of friendship.

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	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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