

Inspection report for early years provision

Unique reference number EY369391
Inspection date 25/02/2009
Inspector Sonjia Nicholson

Type of setting Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and two children aged three and six years in a house in the village of Grendon Underwood in Buckinghamshire, close to the local school, shop and park. Children have use of all rooms on the ground floor with facilities for a child to sleep in a travel cot situated on the first floor. There is a large, fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for four children under eight years, two of whom may be in the early years age range. She occasionally works with another childminder and if doing so they may care for a maximum of 10 children under eight years, five of whom may be in the early years age range. There are currently nine children on roll, one of whom is in the early years age range. The childminder holds a level 2 childcare qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children thrive in this highly inclusive environment. The childminder strives to maintain a high quality experience for children whilst providing a very flexible service for parents. Since registration, she has significantly extended her skills and knowledge by attending a range of relevant courses which has resulted in a broad balanced curriculum for children. Issues raised during her registration visit have been addressed, for example, a fire blanket is now available and the water butt lid is secure, therefore increasing children's safety. Renovations to the conservatory and kitchen have been completed resulting in a fantastic space for children to play and work.

What steps need to be taken to improve provision further?

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

- ensure the record of complaints is updated to reflect the Early Years Foundation Stage framework.

The leadership and management of the early years provision

The childminder is highly professional in her approach and all aspects of her service are meticulously organised. She is systematic in her desire to make improvements; she uses a suggestions box, asks parents to complete questionnaires and maintains a close dialogue with both children and parents to create a stimulating environment. Her self-evaluation form has been completed online to a high standard with evidence and evaluative statements throughout. It clearly shows her strengths and priorities for development, for example, to increase the frequency of newsletters as requested by parents and plan more

activities to help children explore, experiment and take risks. The childminder develops excellent relationships with parents and carers through extensive communication, for example by email, text message, telephone calls and face to face. She works with parents to meet their wishes, for example, using real terry towelling nappies instead of disposable ones. Children's views are given high priority by the childminder; she provides an environment where they can freely express themselves and make choices, for example, they decide that Fridays would be a good day for snacks to be a treat, such as popcorn or doughnuts. Safety takes precedence in all that the childminder does. Her home has been the subject of a comprehensive risk assessment supplemented by an equally rigorous daily check. Consequently, the home is exceedingly safe and children can move and play freely. The childminder has a thorough knowledge of safeguarding issues gained through training and a clear understanding of her responsibility to protect children. Supervision of children is paramount to the childminder and she follows a number of policies and procedures to keep children safe, for example, during daily school runs and outings, children wear high-visibility tabards with the name and mobile telephone number of her business on them so they are easily identified in a crowd. Children practise the evacuation drill on a regular basis so they know how to leave the home quickly and safely. The childminder keeps records for future reference including checks made to smoke alarms. Parents receive a copy of the setting's unique policies and all regulatory records are maintained but the complaints log has yet to be updated to reflect the Early Years Foundation Stage framework.

The quality and standards of the early years provision

Planned activities for children are extremely well-organised and linked to weekly themes. such as, 'Colours'. There is an excellent balance of adult-led/child initiated activities that cover all aspects of the early learning goals. Children have ample opportunities to be involved in planning what they want to do, for example, a whiteboard is used to display the daily activities and they are encouraged to add their ideas, for example, one child wants to do painting on his return from school and another wants to finish off a model started the day before. They are encouraged to contribute items from home to add to the display table and like to explore the objects, for example, the different sized and shaped squashes on the Autumn table. The childminder provides a range of stimulating and interesting play opportunities, such as, imaginative role play in the French Café using cardboard pancakes they have made following on from making real pancakes on Shrove Tuesday. Children develop a sense of the world around them as they meet members of the local community and participate in wonderful real-life experiences, for example, a day old lamb came to visit, an airline pilot spoke to the children about his job and let the children dress up in his uniform and after meeting him on a walk, the local farmer called by with horse chestnuts for the children to play with. Children develop social skills as they visit a toddler group and Children's Centre; they gain new experiences as they visit the library van to choose books and an occasional DVD. Children make good use of the childminder's garden and range of equipment to enhance their physical skills; they also visit playgrounds to access large equipment which they can climb and balance on, soft play centres and a recreational centre designed for children with disabilities that has specialist equipment and sensory rooms.

Exceedingly well documented observations and discussions with parents are used to plan the next steps in children's learning. Children's progress is recorded in individual assessment folders and shared with parents both verbally and via daily diaries, for example, the childminder tells a parent at home time that their child counted confidently to six whilst sorting the animals. Children are eager to take part and show high levels of interest and enjoyment; they are happy and settled in the childminder's care and are familiar with the daily routine. As a result they are making excellent progress in their learning and development. Children play in a scrupulously clean home and the childminder follows methodical routines to prevent the spread of infection, for example, when changing nappies. Children develop excellent hygiene habits, for example, a child washes her hands after playing with the playdough and knows the paper towel goes in the bin. Posters on display in the toilet area further support this learning. Children are developing an enjoyment of food and have a variety healthy snacks, such as, fresh and dried fruits and croissants. Main meals are nutritionally balanced and home cooked by the childminder who follows excellent food hygiene practices to avoid cross-contamination. Children sit together at the table and the childminder encourages good manners and involves them in setting and clearing away the table as well as choosing the menu. Children are able to serve themselves, encouraging independence and freedom of choice. Space within the home is well organised and the range of high quality toys and resources are rotated regularly to keep children interested and challenged. There is a vast array of resources that help children learn about the wider world and encourage them to respect and value differences, including the childminder's own French culture. For example, the children use a Raclette grill and cheese from France (under the childminder's supervision) to create their own meal choosing accompaniments, such as, ham or sausage. There is an extensive collection of books covering world festivals, real life events, such as, a new baby and religions, such as, Islam, Judaism and Christianity. The childminder has many resources from a Japanese friend including books (with English translations) and a Sushi game which helps children learn about different food. Children celebrate events, such as, Mardi Gras and Epiphany to extend their understanding.

The childminder recognises that some children have learning difficulties and/or disabilities, although none currently attend. She encourages all children to use Makaton sign language as another means of communication and they actively do so using the posters on display as a visual prompt. Children behave well and are involved in setting the 'Golden Rules' for behaviour. The childminder allows children to take risks in a supported way, encouraging them to think about the hazards and find a balance between safety and danger, for example, as they build dens using wood found on a walk. Children learn about recycling and their responsibility to care for the planet as they recycle paper in the basket in the lounge and collect plastic milk carton tops. They use recycled materials to design and construct 3D models and explore and experiment with a range of everyday materials in their play, for example, using plumbing pipes to create a pipeline in which water can travel from point A to point B. Children benefit from the enthusiastic involvement of the childminder in their play. As they make playdough together she encourages children to think critically by asking what will happen if they mix two different food colourings together and when they add water to the

dry ingredients; they use new vocabulary, such as, 'sticky', 'hot' and 'warm' to describe the changes that take place. Children develop their imagination and creativity through a varied range of activities; they develop new art techniques, make models and enjoy dressing-up and performing 'shows'. The childminder provides time, space and resources for children to create their own games and follow their interests, for example, a group of children make a library using the books and want to have 'lunch' there; the childminder gives them child-sized cutlery to use in their game.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.