

Inspection report for early years provision

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Inspection date	06/10/2011
Inspector	Susan May
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 1980. She lives with her husband in Maidenhead, Berkshire. The ground floor of the premises is used for minding with sleeping facilities on the first floor. There is a fully enclosed garden 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 a maximum of six children under eight years at any one time. The childminder offers overnight care for two children under eight years. The childminder supports children with learning difficulties and/or disabilities and she is prepared to take and collect children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and education is promoted inclusively as they play in a secure and welcoming environment. An excellent range of stimulating, age-appropriate toys and resources are available to them to support their development and enable them to make good progress. Risk assessments, effective policies and procedures contribute to the well organised childminding day. Parents input is highly valued as the childminder demonstrates a clear understanding of the importance of working together to meet the needs of the children. She has an extremely positive relationship with parents, verbally sharing her knowledge of children's progress and making good links with others involved in the children's care. The childminder reflects well on her practice and consistently seeks to provide continuous improvement that will benefit children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- devise a system to record children's development and abilities so that progress is seen as a time

The effectiveness of leadership and management of the early years provision

The childminder organises the day well with parental preferences, children's needs and children's routines included in her planning. Children play in a child friendly environment with excellent access to toys and resources that are well-maintained

and provide opportunities to reinforce and gain new skills. Systems in place to borrow toys from a childminding group and a local library help ensure the selection of resources available is varied and age appropriate. Children are safeguarded as the childminder is aware of the procedures to follow should she have concerns about children in her care. Accurate registers of attendance that include visitor procedures are maintained and children are supervised closely at all times. The childminder has completed risk assessments that identify potential hazards and outlines actions taken to minimise these. Children's documentation is in place, stored securely and confidentiality observed at all times. Policies and procedures are shared with parents.

The childminder values all children and offers them excellent support recognising each child's unique qualities and individual needs. She has built exceptionally good communication links with parents to meet children's needs. Parents give positive feedback about the childminder making comments such as "an exceptional childminder who tailors the care she offers for each child", and "she works with us to provide consistency between our home and hers" Parents benefit from verbal feedback, a daily diary and are regularly asked to share suggestions and comments. The childminder recognises the importance of sharing children's learning with other professionals, for example, health practitioners and staff at the school the children attend, in order to provide continuity and consistency in their care and learning. The childminder is continually seeking to develop her practice, demonstrating commitment to increasing her knowledge for the benefit of the children as she undertakes training from the local authority. To further improve her knowledge and practices she regularly meets other childminders in the area. The childminder recognises her strengths as an experienced child care practitioner, has identified areas for development and is actively seeking ways to address them in order to maintain continuous improvement.

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

Children make good progress in the welcoming, learning and caring environment the childminder provides. They are very happy, and clearly feel extremely safe and secure with her. They have space to move around and play comfortably selecting from a range of excellent resources and enjoying a variety of stimulating activities. The childminder offers an inclusive environment ensuring all children participate in events and activities, adapting equipment and resources where necessary to ensure they can all take part. This provides all children with opportunities to achieve appropriate to their age and stage of development, reinforce existing skills and move their learning forward. Activities are fun and based on children's interests, planning is flexible and offers a balance of adults and child led activities and experiences. The childminder is on hand to support children at all times while allowing them time and space to follow their own play. Parents are included in the child's learning as the childminder requests they share information and events from home. The childminder knows the children well and has a clear picture of

children's next steps and how she might plan activities that are of interest to the children and promote their learning. However, while she is adept at visually observing and assessing children, there is no system to effectively record children's development and abilities to enable progress to be seen over time.

Children's independence is promoted as the childminder encourages them to make choices, for example, as they select what they wish to play with. The childminder is proactive in helping children adopt a healthy lifestyle as they have opportunities for exercise both indoors and out, follow good hygiene routines, complete cooking activities and talk about healthy food. Children begin to find out about their body as the childminder explains why when they have a cold they need to wipe their noses, dispose of tissues promptly and use an antibacterial spray or wash their hands to prevent the spread of germs. Snack time is a social occasion as the childminder sits and chats to the children so they feel included and valued, thus providing a sound base for future eating habits. All dietary requirements are discussed with parents and recorded and food provided by parents is stored appropriately to ensure it remains fresh.

The childminder is patient and calm and uses frequent praise to help children develop their confidence and self-esteem. Children behave exceptionally well, demonstrate good manners and are eager to please. Children begin to show care and concern for each other as they excitedly recognise each other in photographs and show respect for resources as they carefully put away toys. Children develop physical skills as they have access to a range of equipment in the garden and regularly visit the park where they can run and explore. Control and co-ordination is developed as children have access to puzzles, construction toys and crayons. Children's future skills are developed as they have access to everyday technology such as a camera with which to take pictures of each other and their art work. Walks in the local area help children find out about the natural world and the local community and visits to local groups provide opportunities for children to socialise and develop relationships. Children begin to be aware of the wider world as 'Travelling Ted' is regularly taken home to go on trips with the children and their parents. Photos and a journal about his trip is shared on his safe return to the childminders home. Festivals and events that are important to children are celebrated, helping raise a further awareness of a diverse society. Children begin to understand about staying safe as a child tells the childminder that if her doll slips off the chair she might hurt herself. Children have access to musical instruments to explore sound and spontaneously move rhythmically as they listen to the music. Children invite the childminder into their play and she responds appropriately demonstrating skill at extending children's language and communication skills as she uses sign to illustrate and reinforce words. Children identify colours and shapes in everyday play, talk about size, and make comparisons. A variety of children's artwork and posters displayed around the home promote number and word recognition and demonstrates the opportunities children have to explore their creativity.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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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