

Inspection report for early years provision

Unique reference number	148246
Inspection date	10/08/2011
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 1997. She lives with her husband and two adult children in Lower Earley near Reading. The ground floor of the premises is used for minding, with a designated bedroom on the first floor for sleeps. 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 and may care for a maximum of six children under eight years at any one time. The childminder is currently minding one child in the early years age group.

The childminder 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 outstanding.

Children have exceptional and exciting learning opportunities as they play happily in the extremely secure and welcoming family environment the childminder provides. As a consequence they make very good progress in their learning and development. A fully inclusive service is offered as the childminder values each child recognizing their own unique qualities. The childminder works closely with parents to share information and has links with others involved in the children's care. The childminder is totally committed to continuous improvement and development as she constantly evaluates her service and undergoes further training in order to maintain the high standards of care and learning the children receive.

What steps need to be taken to improve provision further?

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

- Extending further the partnerships with other early years of settings that children attend to share information on children's learning and development

The effectiveness of leadership and management of the early years provision

The childminder's excellent organisational skills and commitment to constantly improving the service she offers help ensure children receive a high standard of care and education. Children play in a safe and secure environment where they are exceptionally well safeguarded as the childminder has a very clear understanding of her role and responsibilities to protect children in her care. All adults in the

home have appropriate checks and children are never left unsupervised with persons not vetted. The childminder talks to children, age appropriately, about safety issues, for example, as she introduces and explains to them who a visitor is and why they are coming into her home. An extremely comprehensive range of risk assessments on the home and garden ensure children can move around safely, while still having the freedom to explore and undertake new challenges. Policies and procedures are discussed fully with parents to ensure they have clear expectations of her practice. All children's documentation, accident and medication records are professionally maintained with confidentiality observed at all times.

The childminder increases her knowledge of how children develop and learn by undertaking regular further training with the local authority and external agencies. This, alongside her years of experience, helps her provide an outstanding learning environment. A very good balance of adult led and child led activities and experiences are planned and children self select from a range of interesting and stimulating toys and resources to initiate their own play and learning. The childminder provides an inclusive environment, valuing and welcoming all children and families, working closely with them in order to effectively meet their needs. The childminder undertakes regular observations and uses these, along with photographs and samples of children's work, to demonstrate children's progress. These observations are clearly linked to the six areas of learning and include identified next steps, which help ensure children make excellent progress in their learning.

The childminder has an outstanding partnership with parents, keeping them well informed of events, her practice and children's development. Parents are requested to make suggestions about the childminders practices to ensure it continually meets the needs of their children. There is a good relationship with others involved in the children's care as the childminder shares information on children's welfare and seeks to extend the partnerships to share additional information on children's learning and development. Parent's feedback demonstrates the high regard with which they hold the childminder, making comments such as, 'children are extremely happy, the childminder is supportive to us as a family, projects undertaken at the childminders are so much enjoyed by the children that we often continue them at home'. The childminder is highly motivated and committed to improving her knowledge and practice. She has systems in place to monitor and evaluate her practice regularly and identifies and actions areas for further development. This positive reflection of her practices enables the childminder to continue to provide the best opportunities for the children and their families.

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

Children are confident, settled and safe, clearly enjoying their play in the exciting environment the childminder provides. The childminder rotates resources so that

children are able to self select from the wide variety of toys and experiences that provide them with opportunities to make excellent progress across all areas of learning. There is a very good balance of adult led and child initiated activities that help children develop positive attitudes towards learning as they have fun following their own ideas. Relationships between the childminder and children are superb as they laugh, sing and interact positively with each other, with children benefiting from the individual time and attention they receive from her. The childminder has a very good understanding of the early learning goals and makes clear observations in order to assess and record their progress. Each child has an individual development plan that includes details of their next steps and activities to help them achieve their next goal. Parents are effectively included in the children's learning and development as they communicate verbally on a daily basis, have a daily diary, take home the development records and are asked to include their own thoughts and observations of what children do at home to help inform future planning.

The childminder knows the children very well, is aware of parental preferences and of their families' context and circumstances. She values children's achievements, for example, displaying their art work prominently, helping them feel a sense of belonging and building their self-esteem. The childminder is always on hand to support children's learning as, for example, during a short quiet time she helps a young child use their fingers to draw squiggles and patterns, make shapes in the air and follow and identify the shapes being drawn on the television screen. Children begin to recognise numbers as during a story they count how many types of food a caterpillar eats. An excellent selection of books provides opportunities for children to enjoy stories for pleasure and they join in excitedly, eagerly anticipating the outcome of the story. Children find out about the local environment as they go on regular outings within the community. They begin to understand about the natural world as they talk about the weather and needing Wellington boots for wet weather and flip flops for the beach. Children talk knowledgeably about sustainability in their play and of re-cycling glass using the bottle banks. The childminder effectively promotes positive images and children's awareness of diversity through discussion, resources, celebrating events and festivals and her positive attitude. Children have ample opportunities for fresh air and exercise as they go for walks, visit local parks and shops and play in the childminder's garden. There are many opportunities for them to develop control and co-ordination as they have access to a variety of construction toys with which to build and develop problem solving skills. Children happily participate in activities which cover all their areas of learning and help develop their future life-skills. For example, as they use a variety of everyday technology and tools during cooking activities.

The childminder is very calm and uses highly effective strategies to encourage children to behave well, her expectations of behaviour, praise and encouragement help the children develop confidence and self-esteem. As a consequence, children are lively but show respect, care and consideration for others and for the resources. Independence is promoted as children self select the toys and resources they wish to play with and decide when they are ready for snack time. Following the childminders excellent role model, children, in turn, show care and concern for each other and begin to understand about feelings as they recognize and talk about grumpy, sad, sleepy and happy faces. Children learn to keep themselves

safe as they begin to understand about possible hazards, for example, through planned activities such as 'fire safety day' when children have stories and activities about fire fighters and practice the evacuation procedure. The childminder demonstrates an excellent knowledge of food safety and healthy eating. She promotes a positive attitude towards food as children sit at the table at snack time enjoying a social occasion and promoting good future eating habits. Children are very aware of good hygiene and clearly follow a familiar routine as they wash hands after using the bathroom. Children begin to understand about their bodies and how they function with encouragement from the childminder, for example, as she congratulates them when they proudly demonstrate an awareness of how their bodies work. The childminder is on hand to offer support when it is required and children often invite her into their play, she has a good knowledge of the early learning goals and this, along with dedication and commitment to developing her practice, ensures children continue to thrive in her setting.

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	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	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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