

Inspection report for early years provision

Unique reference number	148583
Inspection date	07/10/2011
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1989. She lives with her husband and two older children in Lower Earley, Reading, Berkshire. Her husband who is also a registered childminder assists her at times with the minded children. Children have access to the ground floor only, with bathroom and sleeping facilities provided within this area. 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. When working together with a co-childminder the maximum number of children they may care for remains at six children under eight years. There are currently four children attending in the early years age group. The childminder also cares for older children.

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 make excellent progress towards the early learning goals as the dedicated and experienced childminder meets children's learning and welfare needs exceptionally well. Children have secure, trusting relationships and clearly feel a strong sense of belonging within the setting. The childminder continually seeks to provide interesting and stimulating activities in which children are eager to participate. Inclusion is threaded throughout her practice. She has excellent relationships with parents to ensure the children's learning is shared. Effective links with other carers and childcare practitioners involved with the children help provide continuity in care. The childminder requests the views of parents who use her provision and builds on her existing strengths to the benefit of all children in her care. The childminder has a positive approach to improvement and is proactive in maintaining and developing the 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:

- provide further opportunities for children to explore art and craft materials to develop their individual creativity.

The effectiveness of leadership and management of the early years provision

Children play in an attractive, warm and child friendly environment with access to a range of resources that promote their learning in all areas. Toys and activities appeal to the children, who demonstrate excitement as they eagerly play with toys that are of interest to them. The childminder demonstrates excellent organisational skills that include clearly written and understood policies and procedures. These are shared with parents to effectively protect children's well-being and include informing parents of the safeguarding procedures. The childminder and her husband have a thorough understanding of procedures to follow to keep children safe if they have any concerns as they regard children's safety a priority. All adults in the household have appropriate checks and children are extremely well supervised at all times. All children's documentation is in place, includes all required parental consents and is stored securely. The childminder observes confidentiality at all times. To further protect children, detailed risk assessments are in place for the premises and for outings with daily checks completed to help ensure the ongoing safety of children at all times.

All children and their families are welcomed, respected and valued as the childminder demonstrates commitment to inclusion. Children unquestionably feel a sense of belonging as they are clearly extremely comfortable and settled within the home and at ease with both the childminder and her husband. The partnership with parents is excellent. The childminder recognises the importance of working with the parents to ensure children's interests; developmental needs are addressed and their welfare is fully promoted. The childminder encourages a two-way flow of information. For example, parents receive regular information about their children through daily verbal conversations, photos and observation records, and in turn are requested to share information from home about children's welfare and development. Parents praise the childminder highly and provide extremely positive feedback with comments such as 'I love that children are learning while having so much fun' and 'children learn to be confident, kind and compassionate in her care.' They also praise the excellent communication links they have with her and the advice and discussions they have to help share the learning at home. While it is not currently relevant for the children cared for, the childminder, through discussion and her previous experiences, demonstrates she has developed successful links with other settings. For example, staff at the pre-school. This helps ensure continuity and consistency in children's learning and development.

The childminder is an experienced childminder who is highly motivated and committed to improving her knowledge and practice. She attends regular and relevant local authority training courses, regularly meets with other childminders and keeps up-to-date through childcare publications. She has systems in place to monitor and evaluate her practice 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

The childminder and her husband have clearly built a successful relationship with the children that is demonstrated as children move around the stimulating environment, confident and secure in the knowledge they are valued and respected. Children thrive as the childminder unreservedly enjoys her work and provides high quality care and learning opportunities based on the children's individual needs. The exceptional resources and toys enable children to independently choose what they wish to play with. These are constantly reviewed as the childminder seeks to provide further resources such as additional art and craft materials to allow children to explore their creativity through a wider range of media. Planning is child led and consequently reflects the interests and spontaneity of the children. This helps them develop positive attitudes to learning as the childminder provides activities that are appropriate and fun and offer a wonderful range of learning opportunities both inside and outdoors. Each child's development across the six areas of learning is very well supported as the childminder observes children during their activities in order to assess their progress. Each child has an individual folder that reflects the excellent opportunities they have to help them progress over time. Parents are actively included in the shared learning as they regularly provide information on events or achievements from home, and work together to plan next steps. Children happily participate in activities that stimulate their imagination and inventiveness and help them explore real and imaginary situations. For example, through small world play. Children's mathematical progress is developing extremely well as they develop problem-solving skills building a road and track for their cars and trains, fitting the appropriate pieces together with increasing skill. Children's posters identifying letters and number are displayed around the home. These help children begin to recognise that words and numbers have meaning, as a source of information, to provide instructions and for pleasure as they show nursery rhymes. Outings to a variety of groups, meeting with other childminders and visiting other facilities in the area help children to be aware of the local area, enjoy new experiences and socialise with others.

Children's behaviour is exemplary. They learn about acceptable behaviour as the childminder and husband provide calm role models. The childminder uses positive strategies to encourage good behaviour, for example, for young children the childminder provides clear explanations to help them begin to learn to share and take turns. Praise is frequently given and children are eager to please. Children's self-esteem is actively promoted as the childminder listens and respects what they have to say and encourages conversations to develop thinking and vocabulary skills. Children enjoy books and have opportunities to mark-make as they have access to crayons, pencils to draw pictures, and pens to write or make patterns. Their knowledge of the natural world is extended as they plant and care for fruit and vegetables in the garden and feed the birds. Recycling is a key feature in helping to care for the environment and children enjoy putting items for recycling in the appropriate boxes. Children begin to find out about the wider world through a wide range of resources and celebrating events that are important to them. This helps promote their understanding of the diverse society in which we live and of the needs of others. All children are encouraged to participate in all activities and

extra support is provided for those who need it.

Children are developing an excellent understanding of keeping healthy. Parents provide meals that are stored appropriately to ensure they remain fresh. Children access their drinks frequently and have access to fresh air as they regularly play in the garden and visit local parks where they play on a range of outdoor equipment. Children dance and do mini gymnastics indoors providing the childminder with opportunities to explain to them that exercise makes their hearts beat faster and is good for them. This helps promote children's awareness of their body and how it functions. Children demonstrate awareness of hygiene issues such as washing their hands before eating and using individual hand towels to prevent cross infection. Children are able to rest when they require and there are opportunities throughout the day for both quiet and active play. Children are beginning to be aware of their own safety, for example, as they play ride on cars with working traffic lights in the garden that help support their understanding of road safety when they are on outings.

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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