

Inspection report for early years provision

Unique reference number	EY280957
Inspection date	14/10/2011
Inspector	Lynne Lewington
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2000. She lives with her husband and two children in a house in Finchampstead, Wokingham. The property is close to local schools and amenities and there is a park nearby. Minded children have access to the whole of the ground floor for their play and the first floor for sleeping. There is a fully enclosed garden available for outside play. The family have a pet rabbit.

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 of age. She is currently minding six children in the early years age range. They attend at various times. The childminder is a member of the National Childminding Association. She attends the local children's activities and can take and collect children from the local schools, nursery and pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Excellent care is taken to understand children's individual needs through ongoing communication with parents and carers. Space is used very effectively in this warm caring environment to enable the children to undertake a full range of interesting worthwhile activities which encourage their learning and development. The childminder's passion and keen enthusiasm for her role is reflected in parent's positive comments and in her desire to continue to build her knowledge and skills through further training and academic learning opportunities.

What steps need to be taken to improve provision further?

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

- developing further knowledge and awareness of early language development

The effectiveness of leadership and management of the early years provision

Safeguarding is a high priority for the childminder. She demonstrates a robust knowledge of the signs and symptoms of abuse and a clear and comprehensive

policy informs parents of the childminder's role in reporting concerns to appropriate services for further advice or investigation. Children are always supervised closely by the childminder whilst also having the opportunity to develop their skills and independence. Comprehensive detailed risk assessments are undertaken and updated as children develop or the environment changes. These reflect the childminders knowledge of development and the children she cares for. Appropriate measures are taken to promote safety for example doors and gates are secure and a stair gate is fitted. Fire drills are undertaken very regularly and at different times ensuring all the children develop a confident awareness of the action they need to take if they hear the alarm. The premises are spotlessly clean and well maintained providing the children with an interesting and homely environment for their play. They can access high quality attractive and age appropriate resources independently. Space is used very effectively to enable children to undertake their play comfortably. For example the large floor space enables toddlers to enjoy freely building with the train track and using cars. The childminder takes good care to ensure resources and the environment is sustainable.

The childminder views equality and diversity as an exceptionally important aspect of her work. She is confident to challenge actions and opinions which may stereotype individuals by culture, race, social background or gender. Her excellent knowledge of each child's background enables her to understand and work effectively with them to promote all aspects of their development. The children learn about the world around them through the many outings they take in the local community. As well as through the range of activities to learn about cultural and traditional events and the attractive resources which reflect a diverse community. Excellent partnerships with parents and carers are viewed as highly important to the childminder. The close informative relationships are built through strong communication skills. Face to face daily conversations, daily diaries, photographs of the children at play, and four monthly summaries of the child's developmental progress in the setting all ensure parents are exceptionally well informed.

Information is clearly displayed on the wall about the Early Years Foundation Stage, contacting Ofsted, and evacuation procedures helping to reassure parents of the childminder's responsible attitude towards her role. Parents comment very favourably on the high level service provided. For example, one parent comments, 'My child is developing in leaps and bounds and I believe this is down to her and the love and care she embellishes on those in her care'. With parents permission the childminder shares her summaries of the development with others who care for the children encouraging continuity in the children's care and development and enabling any developmental concerns to be swiftly identified and addressed if necessary. Excellent use is made of all the local resources for young children enabling those in the childminders care to have a rich and interesting day. They visit local parks, the library, children's farms, and activities at the local children's centre.

The childminder's rigorous self-evaluation of her service indicates her high level of knowledge and awareness. She has a clear and accurate understanding of her strengths and areas for development. She continuously seeks to improve and update her knowledge through workshops and training opportunities. Currently she is planning to undertake a makaton course as she recognises the importance of

encouraging good communication skills. Whilst language development is encouraged well the childminder recognises a deeper awareness of this aspect of development will further enhance her abilities to promote positive outcomes for children. Improvements have been made to the children's play opportunities since the last inspection enabling them more free choice in their activities. All the required documentation to meet the requirements of registration are in place and contain all the necessary information.

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

Young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Simple sensible routines encourage awareness of robust hygiene routines. They enjoy freshly cooked nutritious food with plenty of fruit, vegetables, protein and carbohydrates to encourage their growth, promote health and give them the energy to enjoy their activities. Drinks of water are freely available and the childminder frequently reminds and encourages young children to have a drink. Children undertake many fun activities both indoors and out to encourage their physical development and increase their awareness and enjoyment of physical activity. They learn about the importance of teeth cleaning and receive a sticker from the dentist when they visit with the childminder. This simple experience enables them to see visits to the dentist as positive important experiences. Young children's strong sense of security is enhanced by the childminder's familiar routines and is clearly evident as they interact confidently with her. They demonstrate increasing independence and self-confidence as they play. Children learn about how to stay safe through the routines on outings and how to behave in ways which promote their safety. They regularly undertake the fire drill ensuring they know what to do if they hear the alarm. Outings also provide opportunities for the children to learn about the emergency services if they see fire engines, ambulances and police cars. They talk about what they see and how the services help people.

Children benefit from a rich learning environment where they can access a very good variety of age appropriate toys and resources independently. Fact and fiction books support their learning and regular visits to the library helps to increase and support their interest and curiosity. Resources are labelled encouraging children's awareness of the meaning of the written word. The childminder adapts the environment to enable all the children to participate at a level suitable to their needs. For example, when a young toddler shows interest in writing, a large piece of paper and coloured pencils are used on the floor. The childminder listens attentively; she makes eye contact and uses facial expression to support her verbal communication. Open questions encourage children to respond and extend the conversation. Early mathematical development is encouraged as the children learn to identify items which are the same, to count, to learn colours. They line up cars and fill containers developing an awareness of pattern and quantity. Construction toys and puzzles increase their abilities to match sort and think about position.

Children undertake many creative activities increasing their abilities to express themselves in different ways. They dance to, listen to and make music, participate in cooking activities, use creative materials such as paint, dough and collage materials. Their efforts are praised and displayed encouraging a sense of achievement and building self-confidence. Knowledge and understanding of the world is increased exceptionally well through outings where the children have the opportunity to use their senses. For example, when introducing Divali to the children they visit an Asian supermarket look at all the different foods and taste foods they buy. This is followed by an Indian craft activity. They talk about the weather, the seasons and learn to care for and respect the rabbit. Children have opportunities to use technology to play age-appropriate games and search for information. They learn about the world around them from simple activities such as writing a letter to themselves or their parents, buying and sticking the stamp on and posting it in the post box. They then eagerly await the postman's visit. They talk about the journey the letter may have taken before arriving, this is boosted by the skilful use of books to support the learning process. Children's individuality is valued leading to an inner sense of security and confidence. Mealtimes provide a good opportunity for the children to talk about their day, how they feel and their experiences. They are encouraged to respect each other, listen and take turns enabling everyone to contribute. The childminder is an excellent role model to the children. She is warm, calm and caring in all her interactions and has clear and consistent expectations with regard to behaviour. This enables the children to learn right from wrong and become sociable caring individuals.

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
--	---

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

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
--	-----