

Inspection report for early years provision

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Inspection date	17/05/2010
Inspector	Lynne Elizabeth Lewington
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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

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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 2004. She lives with her husband and two children in Pinkney's Green, Maidenhead. The whole of the ground floor of the childminder's home is available for childminding with one bedroom for rest and toilet facilities upstairs. There is level access to the premises. The childminder makes use of local facilities such as the park and toddler groups. The family have three small dogs, rabbits and a snake.

The childminder may care for a maximum of five children under eight years of age, of whom, no more than three may be in the early years age range at any one time. Currently there are six children on roll in the early years age range. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder takes children on outings and visits local parks and children's activities. She can take and collect children from local schools and pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy a close relationship with the childminder who gets to know and understand them very well. Good care is taken to promote children's learning and development enabling them to build their skills for the future. The childminder promotes a fully inclusive service because she works closely with parents to meet and understand children's individual needs. She is very well organised and all documentation is in place. A comprehensive self-evaluation of the provision and continual reflection of her practice ensures children's needs are effectively met and continuously developed.

What steps need to be taken to improve provision further?

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

- improving opportunities for the very youngest children to independently explore the resources.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an excellent awareness of how to protect children. She is aware of the signs and symptoms of possible abuse and knows the appropriate procedures to follow should she have a concern about a child in her care. Parents are aware of her role in safeguarding children through her clear policies and procedures. Children's safety is prioritised and the childminder has

effective systems in place to assess and minimise risks both in the home and on outings. Documentation is well organised, easily accessible and stored securely to ensure confidentiality is maintained.

Good use is made of the available space providing the children with a safe and attractive homely play environment in this clean and well maintained home. The lounge furniture is arranged enabling the children to have plenty of floor space for their play. Toys and equipment are good quality and suitable for the age and abilities of the children cared for. A selection of toys is stored at low level enabling the children to have easy independent access to them.

Excellent provision is made to promote equality and diversity. The children go out in the local community to activities where they meet adults and children and learn to respect people's differences. They have access to good quality puzzles, dolls and toys which reflect positive images of different cultures. The childminder ensures she has up to date comprehensive information from parents about the children enabling her to fully understand their needs and meet them appropriately.

Reflection and self-evaluation are a routine part of the childminder's work. She seeks the views of parents and maintains their comments. Her hand written evaluation covers all aspects of her service and indicates areas she plans to improve. This includes developing her skills through further training including health and hygiene and a child care qualification.

Excellent trusting partnerships develop with parents. Parents are made welcome and information is shared informally ensuring parents are aware of their child's activity. The clear observations are available for parents to see along with the many photographs the childminder takes of the children enjoying their activities. The many positive comments in the childminder's folder indicate children and parents are very happy with the service provided. The childminder maintains clear simple written policies and procedures which ensure parents fully understand the service provided to them.

The service offered benefits from positive relationships built with other services in the community. The childminder uses the services of the local authority to provide additional attractive toys for the children; she attends local children's activities and uses the local parks. She understands the importance of building positive relationships with other carers involved with the children in order that they can work cooperatively to promote the best outcomes for children.

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

The childminder is enthusiastic about the service she provides and many aspects of her service are outstanding. Children demonstrate a strong sense of security in the environment, they are confident to explore and use the resources available to them. They are developing an excellent awareness of safe behaviours through the good example of the childminder and her gentle reminders. They learn safety routines indoors and on outings increasing their awareness of how to keep

themselves safe.

Children are content and settled because the childminder understands the need to provide for their physical and dietary needs well. The children enjoy food provided by their parents ensuring they have continuity in their diets. It is stored and heated carefully to ensure it is ready for them to eat. Children are learning about planting and growing food which they will eventually take home to their families. The variety in their routine enables them to have ample opportunities to develop their physical abilities both indoors, in the garden and on outings in the community.

Children develop a strong sense of right and wrong through the interaction, stories and behaviours they experience. They learn to look after the toys and equipment in simple age appropriate ways. For example, the childminder encourages them to pick up and pack away and not walk over the toys. They learn to share and take turns with gentle reminders and to use good manners. The good quality resources and experiences the childminder provides for the children help them to develop a positive awareness of our diverse society.

Observations are supported by attractive photographs of the children undertaking the many activities available to them. The good quality observations help the childminder to plan specific activities which will extend the children's interests and abilities in addition to the toys they can independently access. Whilst the childminder adapts to ensure activities can be accessed by all, there is less opportunity for the youngest children to safely and independently explore toys and interesting items.

Generally all areas of development are encouraged well. For example, a child's interest in puzzles is encouraged by the new puzzles which reflect the photographs of children. This encourages communication and language development as the child talks with the childminder about who the pictures look like. The childminder presents activities to them attractively. She sits on the floor and encourages speech and language through the commentary she provides. The train set provides opportunities for the child to develop awareness of position and shape as they build the track together and place trucks on the track. The child knows how to make the train work demonstrating an increasing awareness of cause and effect. A story sack provides a good opportunity for the children to use their senses and develop communication and language skills. Children also have opportunities to undertake many cooking activities, increasing their creativity and awareness of how food changes when it is cooked.

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

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	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

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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	2
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	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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