

Inspection report for early years provision

Unique reference number	EY344660
Inspection date	18/05/2010
Inspector	Anne Jeanette Faithfull
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 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child of school age in Wokingham, Berkshire. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to and collect them from local schools. The family have a pet cat.

The childminder uses the whole of the ground floor of the house for childminding. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six children under eight years and of these, three may be in the early years age range, at any one time, and she is currently minding two children within the Early Years Foundation Stage on a part-time basis. She has a relevant level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, confident and settled in the childminder's care. Children make excellent progress in their learning and development as the childminder provides an inspirational range of activities, resources and experiences for them. The childminder recognises the uniqueness of each child and is totally dedicated to meeting their individual needs and requirements. The childminder has excellent procedures in place for self-evaluation and she shows a real commitment to making and sustaining continuous improvements.

What steps need to be taken to improve provision further?

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

- continuing to attend training to increase childcare knowledge and maximise the learning and development opportunities for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the childminder has a strong understanding of child protection procedures. She is clear about what she would do if she had any concerns about a child in her care and has developed a well written safeguarding policy which is shared with parents. The childminder and her family have completed the required checks from Ofsted to ensure they are suitable to be in close proximity to children. All visitors to her home have their names and times recorded and a visitors badge is available for them to wear. Children also put their names on the 'who is in the house today' board, so they are aware of who else is

present. The childminder ensures the safety of children is a priority. She has a comprehensive and detailed range of risk assessments for the home and for each outing and she has her mobile phone in her pocket at all times. High levels of supervision are afforded to the children, with all reasonable steps being taken by the childminder to ensure the environment in which children are cared for is safe and secure. Displays around the home constantly remind children of safety issues and the dangers of some household items.

The childminder is deeply committed to providing an inclusive environment for all children and their families. She ensures all children are respected, valued and included. The childminder promotes equality and diversity well, for example, she encourages children to appreciate and value each other's similarities and differences in a variety of ways. The childminder and children readily celebrate festivals and events in each other's lives together. The childminder has an outstanding range of toys and play resources that children can access freely and independently. They are regularly rotated to ensure children do not become bored and to offer them different challenges to promote their early learning and development.

The childminder develops excellent relationships with both parents and other settings that children attend to promote consistency of care and learning. She gathers information about children's routines, likes and dislikes, which is recorded well in the 'All about Me' forms. Observational records are shared with parents and their contributions are also invited. Parents make many positive comments about the childminder in their reference letters. They are very happy with the flexible care and support she offers to them and appreciate how the childminder follows their child's individual routines and requirements. Parents also comment on how happy the children are to go to the childminder each morning owing to the excellent settling in procedures she has in place. The childminder is totally committed, enthusiastic and dedicated to improving her practice. She has addressed all the recommendations and implemented many changes since her last inspection, including updating her policies and procedures. Her systems to self-evaluate and identify areas for improvements are honest, relevant and realistic, such as, to increase her childcare knowledge and understanding to further improve the outcomes and learning opportunities for children.

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

Children are incredibly confident, thriving and extremely happy in the childminder's care. They have established excellent, caring and trusting relationships with the childminder and her family. They are making excellent progress in their individual learning and development as the childminder provides them with an exceptional and stimulating learning environment both inside and outside. The childminder continually supports children in their play but still allows them to experience challenge and work things out for themselves. Children readily move around both inside and outside, choosing the resources and activities they wish to use or participate in. The childminder has an exceptional ability of getting the best from each child by her use of sensitive questioning and guidance and enabling them to

take time to work things out either by themselves or as part of a team. Children feel safe as they are closely supervised and their individual needs are well met. They are aware of the steps to take in an emergency as they regularly practise the fire evacuation procedures and the childminder talks to them about road safety when they are out. Children are beginning to be aware of their own safety as the childminder gently reminds them to take care when going up the steps of the slide.

Excellent procedures are in place to enable children to feel a sense of belonging. Children thoroughly enjoy taking 'Nicolas' the bear and his diary home for the weekend or on their family holidays. Children also take their own holiday book with them and share their holiday photos with the other children and childminder when they return. Children are beginning to be aware of how things grow as they plant their own strawberry plants in the garden and share the strawberries with each other and members of their family. They are beginning to think about the environment as they are aware of the different items they can recycle, such as the plastic bottles they use and the childminder reminds them why they should not drop their rubbish on the floor or pavement when out. They readily talk to the childminder about the family cat and point to the cat's eyes and legs. They talk about the cat being tired, so that is why he is asleep. Children experience number and measure in a variety of ways, such as counting the number of steps on the slide and measuring the ingredients when cooking. Everyday events are used by the childminder to extend children's early development as they point to the planes in the sky and the childminder asks them what they can see when they are on top of the climbing frame. Children readily enjoy a game of hiding behind the climbing frame and giggle with delight when the childminder finds them. Children are very sociable as the childminder ensures they have many opportunities to mix with others, such as attending toddler groups or going on outings with other childminders. Displays around the home enable children to be aware of different languages, such as French, and the lives of others.

The childminder has a flexible approach to planning, giving priority to children's specific and spontaneous interests. Children's progress towards the early learning goals is observed, recorded and used to identify their next steps for development, which influences future planning. This effectively meets children's individual needs and learning. Children show high levels of independence and their behaviour is exemplary as the childminder provides them with clear boundaries and is consistent in her expectations. Children learn how to promote their own good health through effective and systematic daily routines. They are aware to wash their hands before snack time and readily try to help the childminder when she changes their nappy by pulling the wipes out of the packet. The childminder is an excellent role model and provides each child with their own towel and talks to the children about health and hygiene issues. Children have many opportunities to develop their physical skills as they access a range of outdoor equipment and visit soft play centres to play and climb on a range of larger equipment. The childminder encourages children to begin to be aware of health issues as she reminds them to drink their juice as it is a hot day and they need to drink when the weather is hot.

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	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

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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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