

Inspection report for early years provision

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Inspection date	18/05/2012
Inspector	Melissa Cox
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 registered in 2011. The childminder works with two other registered childminders and childminds from their converted family home. The accommodation consists of three adjoining cottages in the small village of Eddington, close to Hungerford in Berkshire. All the childminders have responsibility for their own childminding practice. The whole of the premises is used for childminding, with the exception of one upstairs room. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children at any one time, of these only two may be in the early years age range at any one time. When working with a co-childminder, she is able to care for seven children under eight years; of these, not more than five may be in the early years age group, and of these, not more than two may be under one year at any one time. When working with two other childminders or with another childminder and an assistant at the above premises, may care for a total of no more than 17 children under 8 years; of these, not more than 7 may be in the early years age group, and of these, not more than 3 may be under 1 year at any one time. There are currently 2 children on roll in the early years range. The family has a pet cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this child-centred, warm and homely environment. They are provided with an extensive range of play activities, which help them to make excellent progress overall. The childminder has an in depth understanding of each child's individual needs and successfully promotes their learning and welfare. There are good partnerships with parents, other professionals and early years providers to support children's care and learning. Good systems of monitoring and evaluation ensure that the childminder has identified most areas for further improvement, showing a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the systems for self-evaluation to further promote high quality practice

The effectiveness of leadership and management of the early years provision

The childminder has a strong commitment to safeguarding children and is well informed about the procedures to keep them safe. She has a good understanding of child protection issues and her up-to-date understanding ensures children's welfare is promoted effectively. The childminder checks her home regularly to ensure hazards are kept to a minimum. Well-written risk assessments provide clear information of the checks carried out and any action taken. In addition, the childminder ensures that thorough risk assessments are completed before embarking on any outings, making children's safety a priority at all times. Comprehensive written policies, procedures and documentation for the effective and safe running of the setting are shared with parents and effectively implemented.

The childminder promotes equal opportunities and inclusion well. All children are welcomed and supported by the childminder who values and respects each child equally and meets their individual needs. Space, resources and equipment are organised well, providing the children with good opportunities for play, rest and sleep. The childminder has a huge array of toys and play equipment to suit the abilities and interests of children of all ages, and has arranged them to provide the best possible learning environment in and out of doors. Free flow play under a protective canopy allows for access to fresh air during inclement weather and children clearly relish their time outside. Children select their preferred toys and resources and make informed and independent choices in their play and learning. They access a good range of toys and activities which reflect positive images of all aspects of society.

Children benefit greatly from the established relationships in place between the childminder and their parents. Parents engage in daily discussions with the childminder and have access to diaries and children's individual learning journey folders. As a result, they are fully informed of their child's day. They are welcome at any time to discuss children's progress or changing needs. They are also actively encouraged to be fully involved in all aspects of their child's care and learning. The childminder has good relationships with other providers of early years settings that the children attend.

The childminder has a clear vision for the future and considers carefully how her provision promotes positive outcomes for children. Self-evaluation is mostly effective in identifying further areas for improvement and the childminder shows a keen interest in developing her skills and knowledge further. The childminder is proactive in obtaining the opinions of both parents and children and uses this information effectively to enhance her provision further.

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

Children are making outstanding progress in their learning and development. The childminder's excellent knowledge and understanding of how children learn, enables her to support children extremely well in all areas of their learning. She competently ensures that observations and assessments of children's learning and development are carried out to a very high standard. Information is obtained from parents about children's starting points and their next steps in learning are exceptionally well promoted. Planning is both focused and challenging and enables her to cater for specific interests and abilities of each child in her care. Stimulating and inspiring activities are planned for each child and the childminder's high quality interaction and support helps them make significant progress in their development overall.

The childminder has high expectations for all children and provides them with the skills, experiences and opportunities to succeed in all areas of learning. There is an excellent balance of adult-led and child-led activities and experiences based around play. Consequently, children who require extra help receive relevant support and those already achieving highly are also extended in their learning. All children are making higher than average progress in areas of literacy, including speaking and listening. Children are encouraged to express their thoughts and ideas with minimal interruption from the childminder and as a result are becoming confident communicators. The childminder supports children's language development by extending discussion through open questioning, which in turn motivates children to ask further questions and seek answers. Children develop positive attitudes towards learning as all activities are fun and based on children's own ideas, interests and abilities. Children's behaviour is exemplary because it is managed very well by the childminder who is consistent in her approach to including all children, giving them equal attention and encouraging them to share toys.

Children have a strong sense of belonging in the security of the childminder's home. They show they feel safe and are confident as they access resources independently and play a full and active role in their own learning. They demonstrate that they have a good regard to keeping themselves safe. For example, during a role play activity, they talk about handling hot food carefully as they take pretend pizza out of the oven as part of their game, having observed the childminder doing this during a cooking activity. Children freely express their feelings and the relationship between the children and the childminder is excellent. All children respond to the clear boundaries in the childminder's home. They are very well behaved, polite and thoughtful of each other.

Children enjoy outings, for example, trips to the fire station or walks by the river to feed the ducks.

These activities provide children with a developing awareness of their community and time to socialise in the world around them. Children show they have a good understanding of what constitutes a healthy lifestyle. They make informed choices about what they eat, and enjoy planting and growing fruit and vegetables in the garden. All children enjoy a variety of healthy foods and snacks to meet their

developing tastes with careful consideration to preference to ensure children are well nourished.

Children implement good hygiene practices and are becoming increasingly independent in their self-care skills. They have many opportunities to develop all areas of their physical development, as they explore climbing equipment at the park, or take part in an arts and crafts project that requires skill with cutting and gluing. A wealth of resources helps to promote children's awareness of information and communication technology, helping them to develop excellent skills for the future. The childminder shows a good commitment to sustainability as children have opportunities to recycle and learn about growing produce.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
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	2
The effectiveness of safeguarding	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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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