

Inspection report for early years provision

Unique reference number	EY378780
Inspection date	10/03/2009
Inspector	Hazel Farrant

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 2008. She lives with her family in Bracknell, Berkshire in a home close to local shops, schools and amenities. The whole of the childminders home is used for childminding. There is easy access to the property and a secure garden is available. The childminder may care for a maximum of five children and currently has four on the register, all of which are in the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools and nurseries to take and collect children. The childminder attends the local parent and toddler groups. The family have two guinea-pigs as family pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children thrive in the childminder's care because she has excellent knowledge of each child's individual needs ensuring that all aspects of their welfare, learning and development are successfully met. The childminder has a friendly and professional approach to her work and has superb partnerships with parents and outside professionals to ensure that children receive the additional support they need to progress. Robust and effective systems are in place for reflecting on her practice. This demonstrates an excellent attitude towards continuous improvement, resulting in a service that is responsive to the varying needs of all the children in her care.

What steps need to be taken to improve provision further?

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

- further develop links with other providers delivering the Early Years Foundation Stage to promote children's continued progression and continuity of learning and care.

The leadership and management of the early years provision

The childminder has extensive experience in caring for children. She is a qualified nursery nurse and has worked as a maternity practitioner for over 10 years and also has experience in working in full day care provisions. The childminder approaches her work with a high degree of professionalism, demonstrated by her excellent record of training and development. She has embraced the Early Years Foundation Stage (EYFS) enthusiastically and is committed to future training. For example, she is keen to complete a foundation degree in early years. Children's learning and development is promoted exceptionally well, as the childminder has developed and implemented very effective systems for the observation, assessment and planning of children's progression.

The childminder evaluates her practice and the children's progress weekly so that any adjustments are acted upon without delay. The childminder has introduced some new ideas into her practice during the last few months. For example, by including the children more in the planning of activities and by adapting resources for heuristic play. She is extremely confident in her knowledge of child development and works closely with parents and other health professionals in order to provide joint support to meet children's needs. She has started to make links with other providers of the EYFS for children in her care, in order to compliment their learning experience. Children are safeguarded extremely well, as the childminder is vigilant in her supervision. She is successful in creating and implementing policies and procedures that protect children's welfare. The childminder has an excellent grasp of using self-evaluation to identify strengths and areas for improvement. Parents are encouraged to evaluate her service through verbal feedback and references. A comprehensive range of records, consents, policies and daily discussion, ensure that the needs of each child is successfully identified, respected and met.

The quality and standards of the early years provision

The childminder is highly motivated and has worked hard to ensure she has secure knowledge of the EYFS. As a result children are making outstanding progress in their learning and development. The childminder is very skilled in using observations and assessments to effectively track children's progress towards the early learning goals. Informative assessments along with photographs and art work add meaning to the developmental observations made for each individual child. Parents are actively encouraged to contribute information on their child's progress. Newsletters and information on the parent's notice board keep them informed about the current activities their children are taking part in ensuring they are fully involved. Children's safety is extremely important to the childminder. Children remain safe through thorough risk assessments which identify any potential hazards which are acted upon immediately. The childminder ensures children practice the emergency evacuation procedure regularly so that they are fully involved in learning about their own safety.

Children play and learn in an environment where excellent hygiene procedures help to prevent the spread of infection. The childminder provides children with healthy and nutritious snacks and meals, and ensures that they benefit from fresh air and physical exercise outdoors each day. Children sit down at child size table and chairs for their meals which are viewed as a social occasion. Children are highly valued and given constant choices that help them to feel secure. They are fully included in the planning of activities and take part in treasure hunts around the home to find items for heuristic play.

Children freely access a huge range of worthwhile resources which they use with enthusiasm. They are engrossed in their play as they move the various trucks and diggers around the floor, picking up building blocks as they manoeuvre around. The childminder provides a delightful family environment where children play and learn in confidence and comfort. They play independently and enjoy interaction

from the childminder. The children's self-esteem is nurtured successfully as they see photographs of themselves and their family around the home. Colourful examples of their artistic creations are displayed for all to enjoy. Outings are regularly organised to places such as Bird World, Lego Land, museums and wildlife parks. Photographs are used to remind children of their adventures and they excitedly recall the animals, birds and fish they have seen.

The childminder actively encourages children to develop positive relationships with others from a young age. For example, clear boundaries for behaviour are calmly and consistently promoted by the childminder. Children develop their skills in sharing with the use of planned activities to promote turn-taking. In addition to this a 'timer' is used to settle any disputes over popular toys so that children gain a respect for the needs of others. Children go out into the local community to extend their social skills and learn more about the world around them. For example, children visit the library on a weekly basis where they choose their own books so that they are fully involved in their own learning. The childminder helps children to gain a well developed respect for others with the use of a wide range of resources and activities.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.