

## Inspection report for early years provision

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<b>Unique reference number</b>	EY219728
<b>Inspection date</b>	16/11/2009
<b>Inspector</b>	Margaret Davie
<b>Type of setting</b>	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 2002. She lives with her husband and three children aged eight, 14 and 18 years in Slough, Berkshire. She uses the ground floor of her house for childminding and toilet and sleeping facilities are on the first floor. There is an enclosed, fully decked garden for outside play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children at any one time and is currently minding four children between the ages of one and three years for a variety of sessions as well as two older children before and after school. She is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children's needs are exceptionally well met by the childminder. She recognises their uniqueness and ensures they are all able to participate in activities, supporting and managing their differing needs extremely well. She implements extensive procedures to ensure children are safe and secure. They are cared for in a highly stimulating, child-friendly environment and very well supported to make excellent progress toward the early learning goals. She establishes excellent relationships with parents and is highly committed to working with all adults involved in children's care to promote their full inclusion. A comprehensive self-evaluation clearly identifies her strengths and areas for future development and she is highly dedicated to improving her knowledge through regular training.

## **What steps need to be taken to improve provision further?**

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

- re-appraising the new assessment records to include children's next steps to enhance their progress towards the Early Learning Goals.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a comprehensive awareness of safeguarding issues. Clear policies and procedures are in place and she has an excellent understanding of her responsibility with regard to keeping children free from harm. She has taken steps to ensure the suitability of all adults in her household and makes certain that children are never left unsupervised at any time. She follows excellent procedures to ensure her home, toys and resources are regularly checked to identify and minimise any hazards and implements wide ranging safety measures to keep

children safe. For example, she has affixed stair gates and ensured cupboards containing hazardous substances are kept locked at all times. Comprehensive risk assessments are conducted for all types of outings and reviewed very regularly to keep children safe when they are taken out of her home. Her home and resources are very well organised and used effectively to help children develop within their own capabilities, and gain high levels of independence.

The childminder has very positive relationships with parents, communicating with them effectively to ensure that children's needs are known. Their views about her setting are regularly sought and they are fully included when she makes decisions about children's care. They receive a very detailed daily diary, have free access to developmental records and are provided with regular newsletters. As a result they are fully informed about their child's care and development and can play a full part in helping them to make exceptional progress in their learning. Regular informal discussions ensure there is an excellent two-way flow of information. Written letters from parents clearly evidence how happy they are with the care she provides, particularly the wide range of activities which their children really enjoy. She works very closely with other settings attended by children and is in regular contact with them to enable information about their progress to be shared. She is highly committed to promoting equality and diversity. Children's individual needs are identified and tracked and she is extremely skilled at differentiating activities to ensure their needs are met and they will find them highly enjoyable. She checks to make sure that all children are making progress and shares appropriate records, policies and procedures with parents in order to promote full inclusion. She rigorously checks up on children's progress, ensuring professional help is sought to ensure they receive any additional help they need. The childminder has high aspirations for her provision and supports these through ongoing self-evaluation and by attending regular training, such as following the introduction of the Early Years Foundation Stage. She has conducted a thorough self-assessment and taken well-chosen action to support future plans such as further developing her garden in order to provide even better opportunities for children to play in the outdoor environment.

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

Children make excellent progress and are highly active and creative. They are very happy and settled in the childminder's home and enjoy the stimulating activities which are provided for them. They show that they feel very relaxed and comfortable in her care and respond very positively to her warm and encouraging manner. She provides an extremely child-friendly environment with lots of space to move around and play comfortably and safely. They enjoy accessing the wide ranging, interesting toys such as the large building bricks. Their artwork is very nicely exhibited, creating a vibrant display in the conservatory. The childminder follows their interests and involves herself very skilfully in their play, thereby encouraging them to make excellent progress in their development. For example, as they play with a puzzle she encourages their problem solving skills and language development by chatting to them about the shape of each piece to help them find the space it will fit into. She knows children very well and offers them

toys which she is sure they will find exciting. For example, children are intrigued by a box of very large building blocks she places near them. As they start to investigate the contents and put the shapes together she extends their learning by making enthusiastic suggestions about what they can build. They then excitedly build a bridge which they use in their imaginative play, pushing their cars back and forth underneath it. Children's learning is very effectively supported by written observations. Her files are comprehensive and contain many photos to show evidence of their progress and which are also shared with parents. Next steps are clearly identified by linking activities to the requirements of the early learning goals and used to guide her planning to ensure children enjoy activities which are tailored to their individual needs. She has recently made up new recording sheets, but has overlooked making provision to record children's next steps on them. Excellent summary assessments of their overall development are regularly made and used effectively to ensure there are no gaps in children's learning. She ensures all children are able to participate in activities by providing effective support and different resources according to their needs. For example, when older children make leaf prints using paint, younger children are given a chunky brush with which to 'paint' glue onto a sheet of paper and then encouraged to stick leaves onto it. This ensures all children have equal access to activities and enjoy learning from watching each other.

Children develop an excellent understanding how to lead healthy lifestyles. Older children have independent access to the bathroom and they follow very good personal hygiene routines, washing their hands regularly to minimise the spread of germs. The childminder provides an excellent role model as she follows hygiene practices for example by regularly wiping the table. Children help themselves to a drink whenever they are thirsty and are encouraged to feed themselves to encourage good eating habits. All dietary needs are discussed with parents and menus are displayed for parents' information. Through a wide range of planned activities children learn the important relationship between healthy eating and exercise and well being. For example, they regularly play in the fresh air using the play equipment in the garden which is fully decked and readily accessible all year round or go for walks to feed the ducks. Excellent policies and procedures ensure the childminder's home and resources are regularly cleaned and parents are aware of when their children are too sick to attend. Children show they feel very safe and secure in the childminder's home, moving around confidently and accessing the toys they wish to play with. They listen carefully and respond very well when she reminds them about how to keep safe as they play, for example, by pointing out that they may fall over if they do not sit properly on their chair. Excellent steps are taken to ensure her home is suitable. She places a high priority on ensuring they develop skills to keep themselves safe on outings by regularly practising road safety with them. Children are very well behaved and play an active role in the setting, willingly helping to tidy away toys. She is very consistent with them and uses effective strategies to encourage them to behave well, continually praising them to help them develop high levels of confidence and self-esteem. Children get on well and enjoy each other's company, for example older happily keeping a younger child entertained as they sit together at meal times. They begin to be aware of the wider world as they taste foods from other countries and celebrate major festivals. Prominently displayed posters promote their understanding of diversity. Children have access to musical instruments such as the large drums,

sing and listen to music which constantly plays softly in the background. They count and identify colours in every day activities and derive great satisfaction from practising their early writing skills, some beginning to be able to write the first letter of their name. They gain an excellent understanding about the importance of making a contribution to their wider community as they help to make biscuits for a fundraising event. As they take part in the range of exciting and stimulating activities, children develop their key skills and are very well prepared for future learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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