

Inspection report for early years provision

Unique reference number	EY331743
Inspection date	18/09/2009
Inspector	Louise Bonney
Type of setting	Childminder

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

T: 08456 404040
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 2006 and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two school-aged children in Sandhurst, Berkshire. The downstairs of the property is used for childminding with sleeping facilities upstairs. There is a fully enclosed garden for outdoor play.

The childminder has four children on roll, all of whom are in the early years age group. The childminder is registered to provide care for three children, with a timed variation to allow four children, within the early years age range. Up to six older children under the compulsory part of the Childcare Register may attend. A maximum of six children may attend at any one time. The childminder provides care from Monday to Friday throughout the year. The childminder visits toddler groups, the forest centre and the library.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is enthusiastic and wholly committed to providing the highest level of provision to support children's care and learning. She systematically evaluates and reviews her provision and children make strong progress towards the early learning goals. She rigorously risk assesses her provision and reviews her policies and procedures in order to safeguard the children and support their welfare generally. She establishes excellent partnerships with parents and enables them to contribute to their children's progress records and to continue their learning at home. She works closely with other provisions the children attend to help ensure smooth transitions and provide very good continuity in their care and learning.

What steps need to be taken to improve provision further?

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

- explaining more frequently the reasons for rules and how to use tools in order to help children further recognise and avoid possible hazards.

The effectiveness of leadership and management of the early years provision

The childminder ensures she has full understanding of the Local Safeguarding Children Boards procedures by attending training and using their toolkit to evaluate and review her procedures. She shares her clear policies with parents which support children's health and safety. She rigorously risk assesses all types of outings and the premises to ensure hazards are effectively reduced and children stay safe.

The childminder is dedicated, enthusiastic and very keen to continually enhance her provision, which is already of high quality. She has completed a Level 3 qualification, attends workshops and meets with other enthusiastic childminders in order to discuss and develop her provision further. She implements new training she attends effectively and takes part in government sponsored schemes, such as the Smiling for life nutrition award (gold) NHS, and Dental hygiene care and exercise, to further develop her own, children's and parents' awareness of health issues.

The childminder rigorously evaluates her provision using the Ofsted online evaluation form. She clearly identifies her strengths and takes prompt action to develop any minor weaknesses, such as through the introduction of pictures, to help children less able to communicate make independent choices about their activities. The childminder shows great creativity in her use of resources indoors and outside and provides a stimulating environment that promotes children's exploration and curiosity. Her use of recycled materials encourages children's awareness of their value, and they enjoy rolling balls down large plastic tubes from carpet rolls, weaving used ribbons through expandable trellis and matching and sorting used boxes of various sizes.

The childminder seeks feedback from parents and children about her provision. Responses to questionnaires and letters from parents reflect their high regard for the care and education their children receive, and how they value the effective partnerships they have with the childminder. Parents receive clear information about the setting and activities the children participate in and some have their own copy of the Early Years Foundation Stage at her suggestion to help them understand how she supports children's learning. They take home computer memory pens with photographs of their children during activities and share their children's achievements records every term. Some parents contribute to their children's achievement records with comments and photographs. They receive a copy of their child's individual learning plan which helps them continue children's learning at home, and a daily diary informs them about children's new activities and care.

The childminder supports children's transition to nurseries by sharing and discussing their progress records and care in detail with their new keyworker, or through completing transition reports for their new school teachers. She works closely with parents and other professionals, such as health visitors, to ensure the early identification of any special educational needs and/or disabilities children may have. This enables the provision of appropriate support and advice when necessary and develops very effective partnerships with parents and others, to the benefit of the children.

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

Toddlers participate in a wide range of purposeful activities and show great enthusiasm as they shout 'yipee' and 'I did it' during their play. They freely access

resources from accessible storage boxes, and the childminder sets out a wide range of activities to support planned learning aims prior to their arrival. They use recycled materials as they make colourful crowns and fish, and toddlers have time to explore materials, such as when they drizzle glue onto their fingers and select colourful transparent or shiny scraps of paper to stick. The childminder extends how long they spend at their chosen activity as she talks to them about their choices of colour and size and introduces new materials to stick. This encourages children to reflect on what they have done and to further develop their creative ideas, and they show much satisfaction with the end results.

In the garden the childminder provides equipment that is larger and messier than inside. Toddlers explore as they wash dolls clothes in a tub of water and peg them, dripping, onto a line to dry. They make connections as they listen to balls rattle down long plastic tubes and show delight as they bounce out of the tube at the other end. Children develop a sense of beat as they sing rhymes and bounce in time on the trampoline, and like to demonstrate their new skills to others as they show them how to roly-poly. Children develop awareness of number as they frequently count in English, and sometimes in other languages, as they put pasta into tubes. They learn about technology as they take photographs with a digital camera and print them out, or use computers at home and in the library. The childminder interacts with the children during their activities. She models language and reflects what they say and do, and children show confidence as they begin to develop their language skills.

The childminder provides a balance of planned and child-initiated activities during the day. This encourages behaviour for learning as children are keen to participate in activities she suggests, but equally show confidence in making choices and initiating their own play. Children receive excellent support as they learn how to negotiate as they play, and to consider each other's feelings. Children enjoy a warm and caring relationship with the childminder. They develop confidence and self-esteem as they take on special responsibilities, such as to help new children settle as they show them where the toys are and involve them in activities.

Children attend who have English as an additional language. The childminder learns key words to support communication. Children show pleasure and confidence as they look at books in their home language and tell the childminder how to pronounce words. The childminder learns about any cultural differences and plans how to reflect these within her setting. She identifies the different ways children play, such as between boys and girls, and adapts her provision to reflect their individual needs. This develops children's self-esteem as she values their home backgrounds and individuality, and helps children identify and appreciate each other's similarities and differences.

The childminder has secure knowledge of the Early Years Foundation Stage (EYFS). This helps her effectively and methodically assesses children's progress through observing their play. The childminder identifies children's next possible steps and each child has an individual play plan to support their continuing progress, which parents share. She monitors the progress children make towards the early learning goals by completing Tracker 0-5 books, and refers to the practice guidance for the EYFS for a wider perspective of their progress. Some

parents add their observations to the Tracker records, providing the childminder with a more complete assessment of children's learning and development to build on.

Children show good awareness of how to be safe and exceptional awareness of health and hygiene. The childminder involves the children and parents in government sponsored schemes that support awareness of dental care, health and nutrition. Children recognise their own drinks bottles they have decorated themselves and independently pour drinks from the water container in the garden. This helps them develop the habit of having frequent drinks and keeps them well hydrated. Some children bring food from home but parents allow them to also share nutritious food freshly prepared by the childminder for the other children. This broadens their tastes and helps them develop likes and dislikes. They have a selection of dips, fruit and vegetables at snack time, which provides them with healthy choices. Toddlers ask to brush their teeth and go to wash their hands independently. They choose their own coloured flannel and use it to dry their hands on for the day. The childminder displays picture prompts in the bathroom and gives them sensitive support as they develop independence and confidence in looking after themselves.

Children show they feel safe as they play confidently and seek support from the childminder. The childminder plans topics to support children's good awareness of safety, such as how to be safe near roads, animals and strangers. Children practise the fire drill regularly and learn how to evacuate the house quickly in an emergency. They develop awareness of risk and how to manage it as they use large equipment in parks and the forest adventure centre with appropriate support. The childminder reminds toddlers of the safety rules, such as how they cannot use the sharper scissors or to take off their boots before going onto the trampoline. However, she does not always remind children why the rules are necessary or how to use tools safely to further promote their understanding.

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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