

Inspection report for early years provision

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Inspection date	03/02/2010
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.

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Description of the childminding

The childminder was registered in 2004. She lives with her husband and two children aged four and six years in Newbury, Berkshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years; of these two can be in the early years age group. Currently, the childminder is minding two children, both of whom are in the early years age group. The family have no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individuality is recognised and nurtured by the childminder who has an excellent knowledge of their individual needs, backgrounds, interests and capabilities. Partnership with parents is a key element in the success of the service and ensures inclusion is fully reflected. Alongside this, the childminder implements an exciting range of activities and opportunities that help children to make rapid progress in all areas of learning. The childminder is pro-active in making improvements through continuous self-evaluation and this contributes to her service being current and appropriate for the children and families that use it.

What steps need to be taken to improve provision further?

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

- developing further the systems to gather the views of the children and their parents or carers.

The effectiveness of leadership and management of the early years provision

The childminder shows tremendous passion and vision for the future development of her childminding setting. Safeguarding procedures are effective in ensuring that children are protected from the risk of harm and that they enjoy a safe and supportive environment. The childminder has a thorough understanding of the signs of possible abuse and neglect and has kept her knowledge up-to-date through regular top-up training. Good procedures are in place for identifying and tackling any concerns. Effective strategies, such as safety checks and risk assessments, are used well to ensure children are kept safe at all times and good quality written policies and record keeping help parents to understand the childminder's role and responsibilities.

The childminder deploys resources well, having clearly labelled low level storage for most of her toys in order to encourage independent access. Children play with resources that promote diversity and childminder demonstrates a positive attitude to inclusion in the way she has regard for children's individual needs. The children freely choose what to do from an early age and willingly help clear away to take some responsibility for keeping the house tidy and maximising play space. Interaction is excellent and the childminder spends her time focussed on children's enjoyment and achievement. The childminder is motivated and enthusiastic and has recognised areas for further improvements and taken positive action to address these. Her strong commitment to ongoing self-evaluation, training and listening to parental feedback ensures she is constantly improving the outcomes for children. She has identified that she wants to incorporate the views of parents and carers more in her work and has plans to develop this in the future.

The childminder works hard to make parents and carers feel welcome and to involve them as partners in their child's learning and development. Parents are fully involved at each stage of recording the children's development and they have regular individual meetings with the childminder to discuss children's progress. Children's home life is valued and respected as the childminder has compiled a photo album of special people for the children to look at and share with each other. Further photo albums include photographs of the children busy with their daily learning activities, and daily diaries record the care offered to the children. Children's artwork is displayed and development records are shared regularly. Systems are in place to share information with other EYFS providers.

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

Children excel in the excellent care of the childminder who clearly enjoys her relationship with the children and their families. She is very patient and is skilled in ensuring that each child receives individual time and attention. Children are motivated and interested in a broad range of activities and take responsibility for choosing what they do. They are supported and challenged to build on what they already know and lots of praise is offered to build confidence and self-esteem. The childminder uses her knowledge and experience very well to help support the children in her care. Through observing, assessing and recording a child's progress she understands what they are learning, and plans future activities that expand their knowledge.

Children learn because the childminder notes what children can do and through regular observation of the children in play she is able to extend upon what children like to do most and develop this interest throughout all areas of the children's learning. For example, the children love to sit with the childminder to look at books; one favourite being 'The Gruffalo'. Children listen with interest as they learn about different animals and sounds introduced throughout the story. This supports the children's developing language and communication. A wide range of experiences and resources help them to understand the society they live in and clear rules about how they treat each other ensure they develop a positive view of themselves and others.

In her discussions with children, the childminder is keen to encourage their ability to communicate. She keeps up constant dialogue to describe what they are doing and values their early attempts at language, sensitively repeating what they say to encourage good pronunciation. The childminder joins in play and tirelessly repeats activities until attention moves elsewhere. For example, she claps and smiles continuously while giving support to children as they balance on wooden bricks. The childminder sat on the floor to provide a sense of closeness and show interest in the activity. She talked about the colour of the bricks with the children and encourages early phonics sounds as she helps children recognise the letters to their names. The children concentrate well for extended periods and confidently participate because the childminder celebrates their efforts and achievements. The childminder presents areas of the home extremely well to encourage children to use tools such as glue and scissors, to explore how things work and to engage in their own creative ideas.

Children go to the childminder for help with tasks or to settle on her lap for a cuddle. The childminder is preparing the children to be self-sufficient in many ways. She expects them to help her in the daily routine, such as tidying up the toys, and as a result children are gaining a good understanding of how to show respect for their surroundings and play in a safe manner. The childminder is a good role model. She remains calm and relaxed throughout the day and consequently the children are also relaxed and learn effortlessly. The childminder has effective strategies in place to manage children's behaviour using problem solving and conflict resolution, and as a result children's behaviour is good.

Children benefit from an environment where they show they feel safe, well cared for and relaxed. They learn to act safely through learning house rules, such as not to climb on the furniture, whilst gentle guiding away helps even the youngest children to know when to avoid touching things that might harm them. Children's understanding of a healthy lifestyle is promoted well. They know to wash their hands regularly, eat healthy foods and thoroughly enjoy being active. Nutritious snacks such as fresh fruit are enjoyed each day and the childminder sets good examples by talking to children to help them consider whether the food choices that they make are healthy, balanced and nutritious. There are lots of opportunities provided for children to be energetic in the garden or at the park and weekly dance and gym sessions at local sports centres encourage children to move to music and coordinate their bodies in a fun way. They regularly attend toddler groups to develop their creativity and imagination, whilst learning to work alongside children of similar age.

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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