

Inspection report for early years provision

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Inspection date	04/02/2010
Inspector	Keriann Belcher
Type of setting	Childminder

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

T: 0300 123 1231
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 has been registered since 1995. She lives with her husband and two children aged 12 and 14 years of age. They live in the Castle View area of Langley in the county of Berkshire. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. She attends the local parent and toddler group and is a member of the local childminder support group.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children within the early years age group. The childminder is registered on the Early Year's Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have excellent levels of achievement and demonstrate outstanding progress in developing skills that will help them in the future. They are highly motivated and interested in a broad range of activities and take responsibility for choosing what they do. The childminder is extremely keen and clearly able to identify areas for improvement. She is constantly looking to develop her skills through attending training courses and by keeping abreast of childcare practice.

What steps need to be taken to improve provision further?

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

- increase the range of resources in the outdoor area to challenge older children.

The effectiveness of leadership and management of the early years provision

Children are very safe and secure as the childminder places a consistently strong emphasis on their safety and welfare. The childminder has a comprehensive awareness of child protection issues and regularly attends training on safeguarding to refresh her knowledge and understanding; this further promotes children's safety. Children are taught to be safety conscious without being fearful, for example, children are involved in exciting topic work about home and road safety.

Children's well-being is significantly enhanced by exceptional organisation, risk assessment and planning for continuous improvement. The childminder's enthusiastic commitment to children means that they are extremely well cared for and are making excellent progress in their development. The childminder has

extensive knowledge of the Early Years Foundation Stage (EYFS) and she has the skills to help children progress and achieve. The very effective planning and assessment system in place is significantly linked to the EYFS outcomes, identifies the children's next steps for learning and notes how the childminder will support children to achieve this.

The childminder has high aspirations for quality through ongoing improvement and a strong commitment to equality, diversity and safeguarding. Since the last inspection, she has widened her knowledge and understanding of the 'Disability Discrimination Act 1995' and safeguarding. The childminder has also purchased storage which enables the extensive range of resources to be easily accessible to children and encourage them to be independent learners.

The childminder puts an enormous amount of effort in to presenting paperwork attractively to children and parents. The children's individual needs are very well met through highly effective partnerships between parents, external agencies and other providers. Parents sign to indicate that they have read the childminder's extensive policies and procedures and the weekly activity plan is displayed for them.

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

Children are having a wonderful time and they are very excited and motivated by the excellent range of activities on offer. Activities are planned in advance, but also allow a degree of flexibility for the children's own interests. Excellent photographic evidence shows children participating in many activities, such as painting, cooking and rice play learning to use their senses to explore different textures. Thorough written observations include a focus activity observation, samples of work and photos. Children's individual files show exactly how they are learning and progressing and what they are working towards, for example, developing independence skills when learning to feed themselves.

Children's self-esteem and well-being is significantly promoted. The childminder has staggered the arrival time of the children to ensure she can give quality time to each child and their parent enabling them to discuss anything and for the child to calmly start their day.

Children are extremely happy and well-behaved as they make choices about what they want to play with; helping themselves to resources, such as musical instruments and books. The childminder makes excellent use of learning opportunities as they arise, for instance, when a police car was in the local area children went to look inside.

Children are learning about the world they live in through enjoying small world toys such as the train track and linking play figures to their own lifestyle and experiences. For example, identifying the clothes a toy figure wears as the same as their Mother's or another figure looks like a man they saw when visiting Dubai.

Children's communication, language and literacy is strongly prompted. They talk enthusiastically during activities and have regular stories read to them; they visit the library to look at books and have opportunities to identify their own name. They are developing their problem solving, reasoning and numeracy skills in many ways, as they identify simple shapes such as circles and rectangles. Children have great fun playing a game of 'musical numbers' as they jump on identified numbers when the music stops. Consequently, children make outstanding progress in their development and can recognise their primary colours, numbers and shapes before starting nursery.

Children show very good awareness of what constitutes a healthy lifestyle as they adopt good personal hygiene routines. For example, very young children know to dispose of used tissues in the bin and wash their hands before snack time. They engage in a wide range of physical activities both indoors and outdoors. For example, children expertly navigate their way through the play tunnel. The childminder has plans in place to extend the type of outdoor play equipment, to provide greater challenges in relation to older children's physical development. The childminder recognises that each child is an individual and purposefully plans and adapts activities to meet their specific needs. For example, she has filled a bag with play dough to encourage children to develop their fine manipulative skills.

Due to the childminder's professionalism, passionate commitment and sheer enthusiasm for her role the children are introduced to very positive learning experiences and above all, they are having lots of fun as they learn.

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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