

Inspection report for early years provision

Unique reference number	117075
Inspection date	19/07/2010
Inspector	Sheena Bankier

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.

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 has been registered since 1988. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for six children under eight at any one time, of which three may be in the early years age group. The childminder occasionally works with an assistant. When working with an assistant she is registered to provide care for eight children under eight at any one time, of which six may be in the early years age group. There are currently five children on roll in the early years age group. Children attend on a part-time basis.

The childminder lives with her husband and two teenage children in Tilehurst, near Reading. The whole house is available for use for childminding. There is an enclosed garden for outdoor play.

Local facilities are within walking and a short driving distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is extremely dedicated to providing children and families with a high quality service that meets their individual needs. Children benefit from a wide range of purposeful play experiences, activities and outings that extend and support their development very well. Well organised routines and procedures overall very effectively contribute to the safety and welfare of the children. Excellent partnerships and communication with parents and others ensure exceptional cohesion for children.

What steps need to be taken to improve provision further?

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

- reviewing the use of equipment to ensure it promotes the safety of children at all times.

The effectiveness of leadership and management of the early years provision

An effective written safeguarding policy ensures parents fully understand the childminder's responsibilities to children's welfare. The childminder regularly updates her safeguarding training. This ensures she is up to date with current practice and procedures. Thorough risk assessments for the childminder's home, garden and outings support children's safety extremely well. The childminder

supervises children effectively, ensuring they are able to develop their independence within the boundaries she sets. Children use equipment under the childminder's supervision. Occasionally older toddlers do not wear the safety harness when using the highchair for activities. The childminder reminds children and explains to them about keeping safe, for example, sitting carefully and that she will put the safety harness on if necessary.

Children have equal access to a wide range of resources. The childminder promotes a very welcoming and inclusive environment for all children and their families. She makes excellent use of local facilities, such as, nearby woods and green spaces. The childminder evaluates her service very well, gaining views and opinions from parents and children. She maintains an informative record of 'compliments and complaints' to share with parents, for example, parents complete 'feedback forms' for this purpose. The childminder purposefully uses training courses to extend and develop outcomes for children, for example, making effective use of outdoor learning training. As a result, the childminder drives improvement exceptionally well.

Excellent communication with parents, local nurseries and schools are very well established. Parents receive purposeful and thorough information from the childminder. Verbal and written communication is exceptionally good. This enables the childminder to exchange information with parents very effectively, such as, the use of 'two-way' diaries. The childminder arranges to share children's records of progress with parents on a regular basis. As a result, parents are well informed. The childminder provides very well considered support for children's transitions, such as, attending toddler groups that have links to the nurseries children will attend. She shares her records and understanding of children's progress with other settings, working closely with them to ensure consistency and continuity for children.

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

Children feel safe and secure in the childminder's care. Children are confident to explore and make their own decisions, for example, they select toys and resources. Therefore, initiate their play and learning independently. Children develop very good confidence in managing their own safety, such as, when using the steps in the garden. As a result, they develop physical skills and understanding of how to keep themselves safe. Children develop highly positive relationships with the childminder and each other. Clear boundaries support children's understanding of right and wrong. The childminder provides excellent explanations to support children's understanding of their behaviour and of respecting their peers. Plenty of praise and encouragement ensures children develop high levels of self-esteem and confidence.

The childminder encourages children to work as a group together, for example, taking turns to dig out the potatoes they have grown. Children demonstrate a very clear understanding of taking care of living things as they fetch watering cans to water the growing plants. The childminder underpins their knowledge and

understanding further, through using very good questions about what the plants and the children need to grow. Children develop mathematical skills during activities, such as, counting and identifying 'big' and 'small' potatoes. Children learn about where their food comes from as they have the potatoes they have grown for lunch. Children celebrate festival and religious dates around the year, increasing their awareness and understanding of people different to themselves. This supports children's knowledge and understanding of the world.

Fresh air and physical activity supports children's good health very well. Excellent use of local facilities, for example, local woods and parks, increase children's confidence in their physical development and widen their understanding of their local area. Careful consideration of resources substantially enhance children's experiences and learning, such as, using binoculars to view the surrounding environment or using the woods to gather materials to make a wormery. Children benefit from healthy meals, snacks and drinks. The childminder prepares and provides well-balanced and nutritious home cooked meals. Children enjoy social meal and snack times around the table. Pictures and magnets of fruit and vegetables effectively support children's understanding of healthy options, with the daily choices put on display. Children develop their understanding of good personal hygiene through hand washing routines and discussions enable children to know why they need to wash their hands. As a result, children develop their understanding of a healthy lifestyle very well.

A wide range of purposeful play experiences, activities and outings actively stimulate and underpin children's learning and progress. The childminder uses observation and tracking methods extremely well to monitor children's progress. She clearly and effectively evaluates children's achievements and accurately links children's progress to the Early Years Foundation Stage. As a result, children develop excellent skills for the future as the childminder has a thorough understanding of children's achievements, and fully identifies their next steps of 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

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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