

Inspection report for early years provision

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Inspection date	26/07/2010
Inspector	Anne Jeanette Faithfull
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 registered in 1987. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in Bracknell, Berkshire. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to and collect them from local schools.

The childminder uses the whole of the ground floor of the house for childminding. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six children under eight years and of these three may be in the early years age range, at any one time, and she is currently minding three children who are within the Early Years Foundation Stage on a part- and full-time basis. The childminder is a member of the National Childminding Association (NCMA) and Institute for Learning.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, confident and secure in the childminder's care. They make excellent progress in their early learning and development as the childminder uses her many years experience and extensive knowledge of the Early Years Foundation Stage to provide an inspirational and motivating learning environment for each child. The partnership with parents and others is exceptional and ensures that all adults work together to support and meet children's individual needs. The childminder's strong commitment to ongoing training, self-evaluation and listening to views of the children ensures she is constantly improving the outcomes 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 risk assessments in place on a more regular basis.

The effectiveness of leadership and management of the early years provision

The childminder's thorough understanding of child protection issues and procedures to follow if she has any concerns about a child in her care ensures children are safeguarded very well. She protects children from people who have not been vetted. For example, she maintains a record of visitors to her home and no workmen are permitted when children are present. The childminder promotes children's safety by carrying out detailed risk assessments of her premises and for all outings. Reviews are carried out, although the regularity of these is not always

consistent. The childminder and children regularly practise the emergency evacuation procedure to ensure they are all aware of the steps to take. Children play in an inclusive environment where they have their individual needs met by the childminder who has an excellent knowledge of their individual needs and play preferences. They have a dedicated playroom where they can readily access an exceptionally wide range of stimulating toys and play materials.

The childminder clearly enjoys her work with the children and is committed to delivering a service that promotes children's learning and welfare requirements incredibly well. The childminder's excellent knowledge of child development and the Early Years Foundation Stage allows her to plan an interesting and stimulating range of activities, resources and outings that enable children to make excellent progress towards the early learning goals. She undertakes observations of children's play, keeps a daily diary, photographs and samples of their work. This enables her to record children's progress towards the early learning goals and clearly identify their next steps in learning. The childminder is effective in her role to promote equality and diversity through a range of toys and resources. She talks to the children about the lives of others and children who have English as an additional language are supported very well. For example, the childminder and other children learn words in the child's home language.

The childminder works very effectively in partnership with parents. They share detailed information about all aspects of children's individual needs and requirements. Parents receive regular information about their child's progress, through verbal communication, the daily diary and regular access to their child's individual observation files. Parents make many positive comments in their reference letters and thank you cards about the childminding service offered; for example, the truly wonderful care offered, family environment and how the childminder supports children in their transition to school. Extensive policies and procedures are in place to support the childminding provision and shared with parents. The childminder has established very effective partnerships with nurseries and local schools the children attend and they share information on the children's progress when required and she provides a supportive link for parents to pass on messages. The childminder has very effective procedures in place to monitor and evaluate her provision, including completing a self-evaluation form. She is very committed to ongoing training and development and has attended many courses to enhance her skills since her last inspection. This commitment further promotes the outcomes for children and ensures her continuous improvement and development.

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

Children thrive within the childminder's care due to her secure knowledge and understanding of how children learn and develop through play and experiences. Children are confident, settled and are cared for in an environment that is safe and welcoming. They enjoy a warm relationship with the childminder and each other. Children readily approach the childminder for a cuddle and young children enjoy sitting on her lap as they explore paper and books. The childminder organises her

home to ensure children can access exceptional resources and equipment both inside and out. Children develop positive attitudes towards learning as all activities are fun and based on children's own ideas, interests and abilities. This ensures no child is disadvantaged and all children are challenged appropriately and make extremely good progress in their learning and development. Younger children are very effectively encouraged to explore and enjoy experimenting with stacking bricks and show great delight when they empty a toy container out on the rug to see what is inside. The childminder offers support and guidance when required and uses a range of facial gestures and noises to show young children her delight in their actions, they readily respond by beaming and smiling back to her.

There is an excellent balance of adult-led and child-led activities, outings and experiences. Children thoroughly enjoy going on regular train trips to different places and having lunch out in a nearby town. Children's interests and spontaneity is immediately recognised and included, such as a child asked to play with magnets so the childminder provided a range of magnetic trains and carriages. Another child asked about post boxes so the childminder helped them to write and post letters to their home. The childminder then used the children's interests to enhance their understanding of number as they counted the carriages of the train. The childminder ensures photographs are readily taken and older children readily write comments underneath the photographs explaining what had happened. All children thoroughly enjoy looking at the photographs and recalling the events and outings. Children's understanding of shape and size is promoted in everyday events such as, cutting their sandwiches up at lunchtime to make triangles. They readily learn about nature and the environment as they plant bulbs and water their tomato and cucumber plants each day. The childminder encourages the children to think about recycling and they help sort the items out and put them into the correct coloured recycling box. Children are very well behaved as the childminder has effective behaviour strategies in place and is a calm, caring role model. Children receive constant praise and encouragement which helps them to develop their confidence and self-esteem. Children are totally included in all aspects of the childminding service for example, they help to choose new toys and resources and thoroughly enjoy cleaning the equipment as part of their play.

Children have many opportunities to learn about other cultures and the childminder happily attends events in their own lives such as, recently attending a child's christening. The well-arranged premises and dedicated playroom allow children to develop their independence by safely selecting their own books and toys. The childminder further reminds them of other safety issues such as, not to eat the grass and stones when playing outside. Children follow a healthy lifestyle. They learn good personal hygiene routines and enjoy a clean and hygienic environment. Children enjoy using and talk about the 'magic soap' that automatically dispenses soap into their hands and ask their parents if they can have one at home. The childminder ensures children can readily access a drink if required and stores the food parents provide for their child in a suitable manner. The childminder follows thorough nappy changing procedures to ensure that young children's hygiene needs are met effectively. The childminder provides a free flow environment to ensure children can access fresh air when they require and a wide range of equipment and outings promote children's physical skills for example,

playing on a range of outdoor resources and going to local indoor soft play centres.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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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