

Inspection report for early years provision

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| Unique reference number | 148251 |
| Inspection date | 25/05/2010 |
| Inspector | Margaret Davie |
| 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 was registered in 1989. She lives with her husband in Woodley, near Reading, Berkshire. Local amenities including shops, parks and schools are within walking distance of her home. The whole of the ground floor of her house is used for childminding with toilet and sleeping facilities on the first floor. There is a fully enclosed garden available for outside play. The childminder is in the process of fitting ground floor toilet facilities. The family have four pet cats.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age group. She is also registered to provide overnight care for two children under eight years. She currently minds four children in the early years age group for a variety of sessions, as well as two older children after school. The childminder supports children who speak English as an additional language.

The childminder is the local representative for the National Childminding Association and is a member of the Wokingham Childminder Network. She also runs a local drop-in group for carers and children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the childminder's care. She organises her setting very effectively to ensure their environment is very safe and secure and they are provided with a range of varied activities to promote their learning and development. The childminder has an excellent understanding of children's individual requirements and promotes inclusive practice. She is very experienced and enthusiastic, continually updating her knowledge and skills of early years care and education through training. She shows an excellent capacity to maintain her already high standards.

What steps need to be taken to improve provision further?

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

- updating the details for contacting the regulator in the complaints procedure.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her role in safeguarding children. She has an excellent awareness of the signs and symptoms of abuse and is confident about

what to do if she ever had a concern about a child in her care. She attends regular training in this area to ensure her knowledge is kept up to date. Comprehensive policies and procedures and all the required documentation are in place to promote children's welfare. Children are further safeguarded by the excellent channels of communication she maintains with parents and other adults involved in their care. All adults in her household have been vetted to ensure they are suitable to be in contact with children and a record is maintained of all visitors to her setting. The childminder has an excellent understanding of how to promote the safety of children and as a result they are very well protected. She ensures her home is safe and free from hazards by completing risk assessments and daily checks. A range of safety measures are in place, for example stair gates prevent children accessing areas which are not safe for them. Fire drills are conducted regularly and children demonstrate a very good understanding of what to do if the smoke alarm goes off. Risk assessments for all outings are regularly reviewed to promote children's safety while out.

The childminder organises her home and resources very effectively to encourage children to choose toys freely and initiate their own learning. Resources are kept clean and in very good condition both indoors and outdoors. The childminder promotes equality and diversity very well. She informs herself fully of children's home circumstances and language requirements and works closely with parents to meet each child's individual needs. Excellent relationships are in place with parents as well as adults who care for children at other settings. Consequently, consistency in their care and learning is very well promoted. For example, a child's development file contains additional information about their progress provided by parents and their key person at nursery. Parents are highly complimentary in their praise of the childminder. They report that knowing their children are in her care gives them, 'the peace of mind to know our child is well looked after while we are at work'. Parents receive wide ranging written and verbal feedback everyday and are highly positive about the comprehensive information that they receive through children's development files. Parents report that they have been provided with current contact details for the regulator. However, these details have not been updated in the childminder's complaints policy. The childminder has completed a formal evaluation of her setting and welcomes all feedback about her service from parents. She monitors her provision rigorously. She is closely involved with a number of childminding organisations and uses these links very well to promote continuous improvement. She is a very enthusiastic practitioner and very positive about constantly updating her practice by attending further training.

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

Children are happy and very well settled in the childminder's home. She knows each of them very well and values them as individuals. They have plenty of room to move around and play comfortably and safely, and have access to lots of toys and activities. Children develop positive attitudes to learning and continually reinforce their skills because activities are based on their own interests and abilities. The childminder plans flexibly, talking to children about what they like to do, and gives them opportunities for a wide range of learning. For example,

children take part in cooking activities and grow flowers. Each child has their own learning file in which the childminder records her observations about their progress and identifies plans for future activities. She keeps an abundance of written and photographic evidence alongside examples of children's work to support her assessments and has a good knowledge of the early learning goals.

Children really enjoy listening to stories as they cuddle up on the sofa and invite the childminder to read with them. She draws their attention to pictures in the book, discussing what they see and giving them excellent opportunities to develop language skills and increase their vocabulary. Activities are used very well to help children develop their number skills. For example, counting the number of resources used for an art and craft activity. They gain an awareness of designing and making as they use an excellent range of small tools to make model pigs out of paper plates, and reinforce their colour recognition through discussion. Children love collecting leaves which they use to make collages, thereby increasing their knowledge about the natural world. They problem solve as they experiment with the controls on the digger while playing outside. They develop their physical skills as they access equipment, such as the climbing frame and wheeled toys in the garden and go for walks to local parks where they can run and explore. Children really enjoy playing in the outdoor environment, becoming totally absorbed as they play with the digger, using it to fill pots with earth in readiness for planting seeds.

The childminder is very patient and relaxed with children and uses effective strategies to encourage them to behave well. She praises and encourages them continually, thereby promoting high levels of confidence and self-esteem. She places a high priority on good manners and children respond very positively to her high expectations. Children show care and concern for each other, for example helping to find each other's hats before going outside on a sunny day. The childminder values children's well-being very highly. For example, when she realised children were very upset when one of her family pets died, she bought an age appropriate book to help them come to terms with their feelings. Excellent policies and procedures effectively protect children from illness and infection. Children are encouraged to develop very good hygiene routines and well established procedures ensure that nappies are changed with a high regard to cleanliness and minimising the spread of germs. The childminder provides an excellent role model to children, for example, helping them to wipe runny noses and discarding the tissues immediately. Children learn about a healthy diet as they choose from a variety of fruits at snack time and have access to drinks whenever they are thirsty. They are encouraged to wash their hands regularly to promote their understanding of good self-care skills. Children show they feel safe and secure with the childminder, occasionally looking up from activities to see where she is and then happily continuing with their play. She supervises them very carefully to make sure they learn how to play safely and practises road safety with them on outings. The childminder ensures children have access to a range of activities which help them learn about the wider world and develop an awareness of their own and other cultures. They attend many activities in the local community and as a result have excellent opportunities to socialise with other children.

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

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| 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

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| 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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| 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

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| 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

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| 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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