

## Inspection report for early years provision

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<b>Unique reference number</b>	148450
<b>Inspection date</b>	22/06/2010
<b>Inspector</b>	Susan Victoria May
<b>Type of setting</b>	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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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.

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 registered in 1992 and lives with her husband and two adult daughters in Woodley, Berkshire. The ground floor of the premises is mainly used for minding. There is a fully enclosed garden for outdoor play. The family has a dog.

The childminder is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register and may care for a maximum of six children under eight years at any one time. The childminder is currently minding five children in the early years age group. The childminder also cares for older children.

The childminder is prepared to take and collect children from local schools.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are supported extremely well in the child friendly environment that promotes their care and development positively. Wide-ranging policies and procedures promote inclusion and each child is highly valued as a unique individual. Children's care, welfare and learning are positively promoted as the childminder undeniably supports children as they progress towards the early learning goals. Effective communication links and excellent relationships are in place between the childminder, parents, and other childcare practitioners involved in the children's care. Parents are well informed of their children's progress and involved in planning the children's next steps. Risks to children are significantly minimised as the childminder employs effective procedures to identify and address hazards. The childminder's self-evaluation of her practice clearly identifies strengths and she demonstrates her commitment to enhancing the children's care and learning as she looks for further ways to improve her practices.

## **What steps need to be taken to improve provision further?**

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

- continuing to identify areas through self-evaluation that support and enhance children's learning

## **The effectiveness of leadership and management of the early years provision**

The childminder clearly enjoys her role as a child-care practitioner and employs excellent organisational skills, policies and procedures to promote all aspects of children's welfare. This ensures children are always safe and enjoy their time in the childminder's home. Children thrive in the fully inclusive environment where their

individual needs are continually recognised and respected. The childminder has an excellent understanding of her role in safeguarding children and is fully aware of how to protect children and the action to take if she has any concerns about a child's welfare. All adults on the premises have had appropriate checks and the childminder ensures children are never left unsupervised at any time. A record of children's attendance is accurately maintained. The childminder's home is extremely well set out with a very effective use of the space available and designated areas available for different activities. The childminder has excellent toys and resources available to the children and makes full use of local facilities such as the toy library to ensure that children are always provided with a range of activities that will be of interest to them and promote their learning. These are attractively displayed around the home to be appealing to children and easily accessible. The childminder ensures her home is safe and free from hazards as she follows an excellent range of written risk assessments. These are reviewed and updated regularly. She ensures that children begin to learn about keeping themselves safe. For example, as they talked about the hazards of fire when the local fire brigade, complete with fire engine, visited the area. The childminder realises children learn through play and encourages children to initiate their own learning as they choose what they want to play with.

The childminder has an outstanding partnership with parents. Parents receive full and comprehensive information about the childminder and her practices. This ensures expectations of the children's care and learning is clear from the onset. Parents are totally included in their child's learning and the childminder encourages them to share observations made at home. Parents receive regular information, through verbal communication, the daily diary and regular access to their child's individual learning record. The childminder welcomes feedback from parents about the service she provides and parents have the opportunity to make comments in their child's diary book and complete questionnaires. Parents are happy to comment on the excellent communication links they have with the childminder, report that their children are extremely happy in her care and how supportive and caring she is to them as a family. The childminder has developed excellent links with other settings the children attend and is in regular contact with them to enable information regarding the child's progress to be shared. The childminder is highly motivated and committed to improving her knowledge and practice. She attends regular training courses, is in contact with the local authority early years adviser and is actively involved in a group set up to help raise standards for childminders. The childminder self-evaluates her provision, reflecting on the activities that help children successfully move their learning forward and recognising that by continuing to look at areas for improvement she can further enhance children's learning opportunities.

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

Children make excellent progress as they play in the stimulating learning and caring environment the childminder provides. Children move around the home and outdoor areas freely with sufficient space and well maintained resources easily accessible to allow them to follow their own games and activities, thereby initiating

their own learning. The childminder ensures she is on hand to offer support as and when it is needed. Children are very happy and secure with the childminder and her family. For example, a child collected from nursery is very excited to see the childminder's own children and runs up to them happily. Children are becoming competent independent learners, who develop self-esteem as they benefit from the time they spend with the childminder, who ensures she plans her day effectively to provide each child with an opportunity for some individual attention. For example, playing games with older children when younger children are sleeping. Effective questioning and extensive knowledge of individual developmental stages significantly contributes to the children's continued learning and achievements. The childminder ensures all the children are able to participate in events and activities available, supporting them, and recognising and managing their differing needs extremely well. This ensures that all the children have ample opportunities to reinforce existing skills and challenges to help move their learning forward are appropriate to their stage of development. Activities are fun and based on children's interests, helping children develop a positive attitude to learning. Planning is flexible and offers a balance of adult and child-led activities and experiences. Children have their own learning file in which the childminder records the observations she makes, using them to identify and plan future activities.

The childminder promotes children's independence as she encourages them to develop self-care skills, for example, very young children are offered cutlery to help them begin to feed themselves. Older children have independent access to the bathroom and hand washing facilities. The childminder follows clear hygiene practices, such as nappy changing procedures to prevent cross infection. Excellent policies and procedures ensure that children do not attend when they are infectious and they are very well cared for if they become unwell, require medication or have an accident. Young children begin to be aware of their bodies and keeping healthy through everyday events. For example, as they talk about the food they are eating at lunchtime, have opportunities for exercise and play on a range of equipment to promote physical skills and are encouraged to regularly quench their thirst in the hot weather with drinks available to them. The childminder sits comfortably with the children as they eat their lunch, keeping good eye contact with a young child, while chatting happily to older children. This ensures mealtimes are relaxed social occasions that provide a positive base for future eating habits. All dietary requirements are discussed with parents and recorded. Parents provide their own food and the childminder has good procedures in place to ensure it is stored properly to ensure it remains fresh.

Children have access to musical instruments, listen to music and know an extensive range of songs and rhymes, often enjoying singing so much that the childminder and children sit and sing for extended periods of time. Children have access to and use construction toys and puzzles to problem solve, complete simple experiments as they float and sink objects in the water tray and find out about everyday technology as they access the computer. Older children self-assuredly count to 20 as they identify numbers and objects in a game, begin to find out about whole, half and quarters as they cut up tomatoes for their lunch and sing '20 fat sausages' confidently counting down in twos. Children access mark making materials freely and begin to recognise that words have meaning as they see labelling on toy boxes identifying their contents. The childminder regularly

completes art and craft activities with the children and a number of photographs show them participating in a range of creative activities at various groups they attend. The childminder has a very good knowledge of the early learning goals and this, with the nurturing environment she offers, ensures children thrive in her setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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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